EATONTOWN PUBLIC SCHOOLS  
EATONTOWN, NJ 07724  

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OF THE BOROUGH OF EATONTOWN  

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Michael C. Brown, Technology Coordinator
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Eatontown’s Vision of Curriculum Excellence

We, the educators of the Eatontown Public School System, hold forth this vision of the curriculum of excellence we desire for all our students. We have a dream of a curriculum that is...

Designed to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing multi-cultural global society.
STATEMENT OF PHILOSOPHY

Eatontown Public Schools has developed a technology philosophy based on the premise that the education of technologically literate students, prepared to succeed in the 21st century, necessitates learning and developing technology skills within the framework of the curriculum, in an orderly, sequential manner.

The importance of technology skills ranks with the skills of reading, writing and math. The K-8 Technology Curriculum has been designed to incorporate the New Jersey Core Curriculum Content Standards as well as the Common Core State Standards into the technology curriculum in order to drive lessons that prepare students for the 21st century skills. Since cross-content standards indicators cross all content areas and all grade levels, technology skills will be integrated into all programs in content-specific, grade appropriate ways.

The K-8 Technology Curriculum includes many options to address the varying needs and learning styles of students. The variety of methods and materials available in this curriculum allows the teacher options to tailor the program, by incorporating appropriate technology process skills, to the needs and developmental level of each learner in Eatontown Public Schools, as well as providing an opportunity for integrating technology into our entire program.

In Eatontown Public Schools, technology is not an add-on subject; it is integrated into all subject areas. The Technology Specialist collaborates with classroom teachers to assist with the infusion of technology in daily lessons. Within the framework of the district’s curriculum, students are given opportunities to explore technology. A concise set of guidelines for sequential and orderly integration of technology skills within the curriculum is shared in this Technology Literacy Curriculum Guide and District Technology Checklists.

This curriculum guide is viewed as a “Living Document.” Teachers from all content areas will be adding their technology infused core curriculum based lesson plans throughout the year. The Technology Literacy Curriculum Guide will be available for anyone on the Eatontown Public Schools website.
II) CONTENT STANDARDS – TECHNOLOGY LITERACY

New Jersey Core Curriculum Content Standards for Technology

INTRODUCTION

Technology in the 21st Century

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy. As engaged digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others across the globe, challenging them to design the future as envisioned in the statements that follow:

Mission: Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society.

Vision: The systematic integration of technology across the curriculum and in the teaching and learning process fosters a population that leverages 21st century resources to:

Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.

Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.

Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.

Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

Model digital citizenship.

Intent and Spirit of the Technology Standards

All students acquire content area knowledge and skills in: (1) Visual and Performing Arts, (2) Comprehensive Health and Physical Education, (3) Language Arts Literacy, (4) Mathematics, (5) Science, (6) Social Studies, (7) World Languages, (8) Educational Technology, Technology Education, Engineering, and Design, and (9) 21st Century Life and Careers. As they do so, they are supported by the ongoing, transparent, and systematic integration of technology from preschool to grade 12 in preparation for postsecondary education and the workplace.
In Preschool, technology offers versatile learning tools that can support children’s development in all domains. For example, electronic storybooks can “read” stories to children in multiple languages; adventure games foster problem-solving skills; story-making programs encourage literacy and creativity; math-related games can help children count and classify; and science activities promote inquiry and an understanding of the world through the eyes of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should not replace the concrete, real-life experiences that are critical to a young child’s learning; it must always be used in balance with other meaningful activities and routines. Technology should be embedded into children’s learning centers and should enhance their learning and development during choice time as well as in small-group experiences.

In grades K-2, students are formally introduced to the basic features and functions of computers and demonstrate understanding that technology enables them to communicate beyond the classroom on a variety of topics. K-2 students are also exposed to elements of the design process, design systems, and a variety of technology resources, and understand the importance of safety when using technological tools.

In grades 3-4, students understand the purpose of, and are able to use, various computer applications. They continue to develop information-literacy skills and increasingly use technology to communicate with others in support of learning, while also recognizing the need for cyber safety and acceptable use policies. Students in grades 3-4 also investigate the impact of technology systems, understand the design process, and use it for problem solving.

In grades 5-8, students expand their capacity to use operations and applications, apply information-literacy skills, and select the appropriate tools and resources to accomplish a variety of tasks, as they develop digital citizenship. As students participate in online learning communities, collaborating in the design of products that address local and global issues across the curriculum, they build understanding of the perspectives of learners from other countries. Students at this level can apply the design process in the development of products; understand impact constraints, trade-offs, and resource selection; and solve a design challenge and/or build a prototype using the design process. Students can explain why human-designed systems, products, and environments need to be monitored, maintained, and improved, and they recognize the interdependence of subsystems as parts of a system.

In grades 9-12, students demonstrate advanced computer operation and application skills by publishing products related to real-world situations (e.g., digital portfolios, digital learning games and simulations), and they understand the impact of unethical use of digital tools. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, at school, and in structured learning experiences, with the growing realization that people in the 21st century are interconnected economically, socially, and environmentally and have a shared future.

High School Specialization in technology enables students to design, create, and reverse-engineer technology products or systems, document the application of the design process, and understand its impact—including ethical considerations, costs, trade-offs, risks, benefits, and choice of resources.
Students develop products that address local and global issues and challenges, which are disseminated for peer review.

**Revised Standards**

The 2009 standards provide the foundation for creating local curricula and authentic performance assessments and emulate the philosophy and goals contained in documents produced by national technology organizations, including the Partnership for the 21st Century Skills and the New Jersey Educational Technology Plan. The organization of the strands in standards 8.1 and 8.2, as well as the content and skills within each strand, has been re-conceptualized to address emerging technologies and technological applications that are needed for life and work in the global age.


Standard 8.2, formerly Technology Education, is renamed Technology Education, Engineering, and Design and is aligned with the goals of the International Technology Education Association (ITEA) and the Partnership for 21st Century Skills framework.

**National, International, and State Advocacy**

The Partnership for 21st Century Skills, ISTE, and the American Association of School Libraries (AASL) provide leadership and service to improve teaching and learning by advancing the effective use of technology in education. The ITEA promotes technological literacy by supporting the teaching of technology. The Consortium for School Networking (CoSN) is an organization for K-12 technology leaders who use technology strategically to improve learning.

At the state level, the New Jersey Technology Education Association (NJTEA) fosters the development of technological literacy through Technology Education Programs. The New Jersey Association for Educational Technology (NJAET) and the New Jersey Educational Computing Cooperative (NJECC), Inc., promote and support the integration of technology in education as it applies to student learning, professional development, and instructional planning.

**Resources**


### 2009 New Jersey Core Curriculum Content Standards - Technology

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Technology</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>8.1 Educational Technology:</strong> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</td>
</tr>
<tr>
<td><strong>Strand</strong></td>
<td>A. Technology Operations and Concepts</td>
</tr>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td>P</td>
<td>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</td>
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<td>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</td>
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<td>4</td>
<td>The use of technology and <strong>digital tools</strong> requires knowledge and appropriate use of <strong>operations and related applications</strong>.</td>
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<td>8</td>
<td>The use of technology and <strong>digital tools</strong> requires knowledge and appropriate use of <strong>operations and related applications</strong>.</td>
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<tr>
<td>12</td>
<td>The use of technology and <strong>digital tools</strong> requires knowledge and appropriate use of <strong>operations and related applications</strong>.</td>
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<td>Content Area</td>
<td>Technology</td>
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<tr>
<td>Standard</td>
<td><strong>8.1 Educational Technology:</strong> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</td>
</tr>
<tr>
<td>Strand</td>
<td>B. Creativity and Innovation</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
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<tr>
<td>P</td>
<td>The use of <strong>digital tools</strong> and <strong>media-rich resources</strong> enhances creativity and the construction of knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>The use of <strong>digital tools</strong> and <strong>media-rich resources</strong> enhances creativity and the construction of knowledge.</td>
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<td>4</td>
<td>The use of <strong>digital tools</strong> and <strong>media-rich resources</strong> enhances creativity and the construction of knowledge.</td>
</tr>
<tr>
<td>8</td>
<td>The use of <strong>digital tools</strong> and <strong>media-rich resources</strong> publishing and/or graphics software.</td>
</tr>
</tbody>
</table>
enhances creativity and the construction of knowledge.

| 12 | The use of **digital tools** and **media-rich resources** enhances creativity and the construction of knowledge. | 8.1.12.B.1 | Design and pilot a **digital learning game** to demonstrate knowledge and skills related to one or more content areas or a real world situation. |

<table>
<thead>
<tr>
<th>Content Area</th>
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<tbody>
<tr>
<td><strong>Standard</strong></td>
<td>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand</th>
<th>C. Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td>P</td>
<td>Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
</tr>
<tr>
<td></td>
<td>8.1.P.C.2</td>
</tr>
<tr>
<td>2</td>
<td>Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
</tr>
<tr>
<td>4</td>
<td>Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
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<tr>
<td>8</td>
<td><strong>Digital tools</strong> and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
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<tr>
<td>12</td>
<td><strong>Digital tools</strong> and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
</tr>
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<tr>
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<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>8.1 Educational Technology:</strong> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</td>
</tr>
<tr>
<td><strong>Strand</strong></td>
<td><strong>D. Digital Citizenship</strong></td>
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</tbody>
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<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</td>
<td>8.1.2.D.1</td>
<td>Model legal and ethical behaviors when using both print and non-print information by citing resources.</td>
</tr>
<tr>
<td>4</td>
<td>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</td>
<td>8.1.4.D.1</td>
<td>Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.1.4.D.2</td>
<td>Analyze the need for and use of copyrights.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.1.4.D.3</td>
<td>Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</td>
</tr>
<tr>
<td>Grade</td>
<td>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</td>
<td>8.1.8.D.1</td>
<td>Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</td>
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<td></td>
<td>8.1.8.D.2</td>
<td>Summarize the application of fair use and Creative Commons guidelines.</td>
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<td></td>
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<td>8.1.8.D.3</td>
<td>Demonstrate how information on a controversial issue may be biased.</td>
</tr>
<tr>
<td>12</td>
<td>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</td>
<td>8.1.12.D.1</td>
<td>Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.1.12.D.2</td>
<td>Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</td>
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<td></td>
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<td>8.1.12.D.3</td>
<td>Compare and contrast international government policies on filters for censorship.</td>
</tr>
</tbody>
</table>

**Content Area** | **Technology**
---|---
**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 collaboratively and to create and communicate knowledge.

**Strand** | **E. Research and Information Literacy**
---|---

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>P</td>
<td>Effective use of digital tools assists in gathering and managing information.</td>
<td>8.1.P.E.1</td>
<td>Use the Internet to explore and investigate questions with a teacher’s support.</td>
</tr>
<tr>
<td>2</td>
<td>Effective use of digital tools assists in gathering and managing information.</td>
<td>8.1.2.E.1</td>
<td>Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</td>
</tr>
<tr>
<td>4</td>
<td>Effective use of digital tools</td>
<td>8.1.4.E.1</td>
<td>Investigate a problem or issue found in the United</td>
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<tr>
<td>Content Area</td>
<td>Technology</td>
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</tr>
<tr>
<td>Standard</td>
<td><strong>8.1 Educational Technology:</strong> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</td>
<td></td>
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<tr>
<td>Strand</td>
<td>F. Critical Thinking, Problem Solving, and Decision-Making</td>
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<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
<td>CPI#</td>
<td>Cumulative Progress Indicator (CPI)</td>
</tr>
<tr>
<td>P</td>
<td>Information accessed through the use of digital tools assists in generating solutions and making decisions.</td>
<td>8.1.P.F.1</td>
<td>Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</td>
</tr>
<tr>
<td>2</td>
<td>Information accessed through the use of digital tools assists in generating solutions and making decisions.</td>
<td>8.1.2.F.1</td>
<td>Use mapping tools to plan and choose alternate routes to and from various locations.</td>
</tr>
<tr>
<td>4</td>
<td>Information accessed through the use of digital tools assists in generating solutions and making decisions.</td>
<td>8.1.4.F.1</td>
<td>Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.</td>
</tr>
<tr>
<td>8</td>
<td>Information accessed through the use of digital tools assists in generating solutions and making decisions.</td>
<td>8.1.8.F.1</td>
<td>Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.</td>
</tr>
<tr>
<td>12</td>
<td>Information accessed through the use of digital tools assists in generating solutions and making decisions.</td>
<td>8.1.12.F.1</td>
<td>Select and use specialized databases for advanced research to solve real-world problems.</td>
</tr>
<tr>
<td>8.1.12.F.2</td>
<td>Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.</td>
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<thead>
<tr>
<th>Content Area</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Standard</td>
<td>8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Nature of Technology: Creativity and Innovation</td>
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</tbody>
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<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
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<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Technology products and systems impact every aspect of the world in which we live.</td>
<td>8.2.2.A.1</td>
<td>Describe how technology products, systems, and resources are useful at school, home, and work.</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
<td>CPI#</td>
<td>Cumulative Progress Indicator (CPI)</td>
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<tr>
<td>2</td>
<td>The design process is a systematic approach to solving problems.</td>
<td>8.2.2.B.1</td>
<td>Brainstorm and devise a plan to repair a broken toy or tool using the design process.</td>
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<td>8.2.2.B.2</td>
<td>Investigate the influence of a specific technology on the individual, family, community, and environment.</td>
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<tr>
<td>4</td>
<td>The design process is a systematic approach to solving problems.</td>
<td>8.2.4.B.1</td>
<td>Develop a product using an online simulation that explores the design process.</td>
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<td>8.2.4.B.2</td>
<td>Design an alternative use for an existing product.</td>
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<td>8.2.4.B.3</td>
<td>Explain the positive and negative effect of products and systems on humans, other species, and the environment.</td>
</tr>
<tr>
<td>8</td>
<td>The design process is a systematic approach to solving problems.</td>
<td>8.2.8.B.1</td>
<td>Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.</td>
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<tr>
<td>8.2.8.B.2</td>
<td>Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.</td>
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<tr>
<td>8.2.8.B.3</td>
<td>Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.</td>
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<tr>
<td>12</td>
<td>The design process is a systematic approach to solving problems.</td>
<td>8.2.12.B.1</td>
<td>Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.</td>
</tr>
<tr>
<td>8.2.12.B.2</td>
<td>Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2.12.B.3</td>
<td>Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td>8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design,</td>
</tr>
</tbody>
</table>
and the designed world, as they relate to the individual, global society, and the environment.

<table>
<thead>
<tr>
<th>Strand</th>
<th>C. Technological Citizenship, Ethics, and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of grade</strong></td>
<td>Content Statement</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
products in the global society.

<table>
<thead>
<tr>
<th>Sustainability of resources that are used for the design, creation, and maintenance of a chosen product.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.12.C.3 Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</td>
</tr>
</tbody>
</table>

### Content Area | Technology
---|---
**Standard** | **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

### Strand | D. Research and Information Fluency

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th><strong>Cumulative Progress Indicator (CPI)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.</td>
<td>8.2.2.D.1</td>
<td>Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.</td>
</tr>
<tr>
<td>4</td>
<td>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.</td>
<td>8.2.4.D.1</td>
<td>Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.</td>
</tr>
<tr>
<td>8</td>
<td>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.</td>
<td>8.2.8.D.1</td>
<td>Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.</td>
</tr>
<tr>
<td>12</td>
<td>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.</td>
<td>8.2.12.D.1</td>
<td><strong>Reverse-engineer</strong> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>8.2 Technology Education, Engineering, and Design:</strong> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</td>
</tr>
<tr>
<td><strong>Strand</strong></td>
<td><strong>E. Communication and Collaboration</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th><strong>Cumulative Progress Indicator (CPI)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Digital tools</strong> facilitate local and global communication and collaboration in designing products and systems.</td>
<td>8.2.2.E.1</td>
<td>Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Digital tools</strong> facilitate local and global communication and collaboration in designing products and systems.</td>
<td>8.2.4.E.1</td>
<td>Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to address a local or global problem.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Digital tools</strong> facilitate local and global communication and collaboration in designing products and systems.</td>
<td>8.2.8.E.1</td>
<td>Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.</td>
</tr>
</tbody>
</table>
| 12                  | **Digital tools** facilitate local and global communication and collaboration in designing products and systems. | 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural
perspectives into account throughout the design and development process.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</td>
</tr>
<tr>
<td>Strand</td>
<td>F. Resources for a Technological World</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>2</td>
<td>Technological products and systems are created through the application and appropriate use of technological resources.</td>
</tr>
<tr>
<td>4</td>
<td>Technological products and systems are created through the application and appropriate use of technological resources.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Technological products and systems are created through the application and appropriate use of technological resources.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Technological products and systems are created through the application and appropriate use of technological resources.</td>
</tr>
</tbody>
</table>

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systems are created through the application and appropriate use of technological resources.

<table>
<thead>
<tr>
<th>Standard</th>
<th>8.2.12.F.2 Explain how material science impacts the quality of products.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.12.F.3 Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>8.2 Technology Education, Engineering, and Design:</strong> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</td>
</tr>
<tr>
<td><strong>Strand</strong></td>
<td><strong>G. The Designed World</strong></td>
</tr>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td>2</td>
<td>The designed world is the product of a design process that provides the means to convert resources into products and systems.</td>
</tr>
<tr>
<td>4</td>
<td>The designed world is the product of a design process that provides the means to convert resources into products and systems.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The designed world is the</td>
</tr>
<tr>
<td>product of a design process that provides the means to convert resources into products and systems.</td>
<td>and environments need to be constantly monitored, maintained, and improved.</td>
</tr>
<tr>
<td>8.2.8.G.2 Explain the interdependence of a subsystem that operates as part of a system.</td>
<td></td>
</tr>
<tr>
<td>The designed world is the product of a design process that provides the means to convert resources into products and systems.</td>
<td>8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.</td>
</tr>
</tbody>
</table>

**BASIC TECHNOLOGY TERMS**

**Basic technology terms for preschool:** Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.

**CONTROVERSIAL ISSUE**

**Controversial issue:** For example, global warming, scarcity of water, alternative energy sources, election campaigns.

**CURRENT AND EMERGING TECHNOLOGY RESOURCES**

**Current and emerging technology resources:** For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

**DATA COLLECTION TECHNOLOGY**

**Data-collection technology:** For example, probes, handheld devices, and geographic mapping systems.

**DEVELOPMENTALLY APPROPRIATE**

**Developmentally appropriate:** Students’ developmental levels prescribe the learning environment and activities that are used.

**DIGITAL LEARNING GAME**

**Digital learning game:** For example, Alice, Lively.

**DIGITAL TOOLS1**

**Digital tools for grade 2:** For example, computers, digital cameras, software.

**DIGITAL TOOLS2**

**Digital tools for grades 4, 8, and 12:** For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.

**ELECTRONIC AUTHORING TOOL**

**Electronic authoring tools:** Software that facilitates online book development (e.g., multimedia electronic book).
<table>
<thead>
<tr>
<th><strong>MAPPING TOOLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mapping tools:</strong> For example, Google earth, Yahoo maps, and Google maps.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MEDIA-RICH RESOURCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Media-rich:</strong> Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MULTIMEDIA PRESENTATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multimedia presentation:</strong> For example, movie, podcast, vlog.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ONLINE DISCUSSIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online discussion:</strong> UNICEF, Oracle, i-Earn, blogs, wikis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ONLINE LEARNING COMMUNITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online learning community:</strong> For example, i-Earn, Ning, blogs, wikis, Second Life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OPERATIONS AND RELATED APPLICATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operations and related applications:</strong> For example, saving a word processing file to a network drive, printing a spreadsheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>REVERSE-ENGINEER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reverse engineer:</strong> To isolate the components of a completed system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SHARED HOSTED SERVICE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared hosted services:</strong> For example, podcasts, videos, or vlogs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TECHNOLOGIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technologies:</strong> Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VIRTUAL ENVIRONMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virtual environments:</strong> For example, games, simulations, websites, blogs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WEB-BASED PUBLICATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web-based publication:</strong> For example, web pages, wikis, blogs, and ezines.</td>
</tr>
</tbody>
</table>
### CROSS-CURRICULUM CONTENT STANDARDS

<table>
<thead>
<tr>
<th>Technology (8.1)</th>
<th>Arts</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Physical Education &amp; Health</th>
<th>World Languages</th>
<th>21st Century Skills</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology (8.2)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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IV) 21ST CENTURY LIFE AND CAREERS

INTRODUCTION

STANDARD 9.1: 21ST CENTURY LIFE SKILLS
ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.

STANDARD 9.2: PERSONAL FINANCIAL LITERACY
ALL STUDENTS WILL DEVELOP SKILLS AND STRATEGIES THAT PROMOTE PERSONAL AND FINANCIAL RESPONSIBILITY RELATED TO FINANCIAL PLANNING, SAVINGS, INVESTMENT, AND CHARITABLE GIVING IN THE GLOBAL ECONOMY.

STANDARD 9.3: CAREER AWARENESS, EXPLORATION, AND PREPARATION
ALL STUDENTS WILL APPLY KNOWLEDGE ABOUT AND ENGAGE IN THE PROCESS OF CAREER AWARENESS, EXPLORATION AND PREPARATION IN ORDER TO NAVIGATE THE GLOBALLY COMPETITIVE WORK ENVIRONMENT OF THE INFORMATION AGE.

STANDARD 9.4: CAREER AND TECHNICAL EDUCATION
ALL STUDENTS WHO COMPLETE A CAREER AND TECHNICAL EDUCATION PROGRAM WILL ACQUIRE ACADEMIC AND TECHNICAL SKILLS FOR CAREERS IN EMERGING AND ESTABLISHED PROFESSIONS THAT LEAD TO TECHNICAL SKILL PROFICIENCY, CREDENTIALS, CERTIFICATES, LICENSES, AND/OR DEGREES.
V) METHODOLOGY

1. Technology teachers will incorporate a variety of digital devices, software programs, computer assisted learning programs, Internet sites, and distance learning to help students develop technology skills in direct correlation with the New Jersey Core Curriculum Content Standards.

- Digital devices (desktops/laptops; printers; scanners; multi-media projectors; document cameras; digital and video cameras; Interactive Whiteboards
- Software programs (Microsoft Office Suite; Type to Learn; Inspiration)
- Computer assisted learning (Waterford; Accelerated Reader; Study Island; Destiny; Achieve 3000; Mathisfun; Multiplication Fun; Reading Plus)
- Internet sites (District eBoard contains curriculum-related research websites and student projects; Discovery Education; BrainPopJr.; Khan Academy)
- Distance learning

2. Students will be able to demonstrate their knowledge of technology through a variety of assessment formats. These activities include, but are not limited to the following:

- Keyboarding skills
- Word documents
- Spreadsheets
- Databases
- Tri-fold brochures
- PowerPoint presentations
- Graphic organizers
- Student progress reports
- Rubrics
- Teacher observation
- Oral assessments
- Student projects
- Eighth Grade NJTAP Rubric
# 8.1 COMPUTER AND INFORMATION LITERACY – NJTAP GENERAL RUBRIC

**STRAND A: BASIC COMPUTER SKILLS AND TOOLS**

<table>
<thead>
<tr>
<th>Standard 8.1 for end of Grade 8</th>
<th>Advanced Proficient</th>
<th>Proficient</th>
<th>Partially Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**NOTE: 8.1.8.A.1:** Use appropriate technology vocabulary

Vocabulary will be assessed as part of each of the various skills noted below A.2 – A.12

**8.1.8.A.2:** Use common features of an **operating system** (e.g., creating and organizing files and folders)

- Create/ customize common features of an operating system (e.g., shortcuts)
- Independently use common features of an operating system (e.g., creating and organizing files and folders and creating, organizing and manipulating shortcuts)
- With assistance, use common features of an operating system (e.g., creating and organizing files and folders and creating, organizing and manipulating shortcuts)

**8.1.8.A.12:** Create, organize and manipulate **shortcuts**

**8.1.8.A.3:** Effective, accurate and uses proper techniques when inputting text and data, using **touch keyboarding**

- Able to model effective, accurate and proper techniques to others how to effectively input text and data, using touch keyboarding while completing a specific task in a specific core curriculum content area
- Effective, accurate and uses proper techniques when inputting text and data, using touch keyboarding
- With assistance input text and data, using touch keyboarding

**8.1.8.A.5:** Create documents with advanced text formatting and graphics using **word processing**

- Able to create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print in a specific core curriculum content area
- Create word processing documents independently that include advanced text-formatting and graphics
- With assistance, create documents with advanced text formatting and graphics using word processing

**8.1.8.A.6:** Create a file containing customized information by **merging documents**

- Independently create two or more documents to create a merged document in a specific core curriculum content area
- Independently use two or more existing documents to create a merged document
- With assistance, create a file containing customized information by merging documents
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Independently</th>
<th>With assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1.8.A.7:</strong> Construct a simple spreadsheet, enter data, and interpret the information</td>
<td>Able to create a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results in a specific core curriculum content area</td>
<td>Independently construct a spreadsheet by entering data and interpreting information</td>
<td>With assistance, construct a simple spreadsheet, enter data, and interpret the information</td>
</tr>
<tr>
<td><strong>8.1.8.A.8:</strong> Design and produce a basic multimedia project</td>
<td>Independently create and produce an original multimedia project using and importing text, graphics, moving images and sound in a specific core curriculum content area</td>
<td>Independently design and produce a basic multimedia project</td>
<td>With assistance, design and produce a basic multimedia project</td>
</tr>
<tr>
<td><strong>8.1.8.A.9:</strong> Plan and create a simple database, define fields, input data, and produce a report using sort and query</td>
<td>Create a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data in an original task-specific core curriculum content area</td>
<td>Independently create and produce a report by sorting and querying a database file</td>
<td>With assistance, plan and create a simple database, define fields, input data, and produce a report using sort and query</td>
</tr>
<tr>
<td><strong>8.1.8.A.10:</strong> Use network resources for storing and retrieving data</td>
<td>Able to model and assist others with managing and organizing network resources for storing and retrieving data</td>
<td>Independently use network resources to store and retrieve data</td>
<td>With assistance, use network resources for storing and retrieving data</td>
</tr>
<tr>
<td><strong>8.1.8.A.11:</strong> Choose appropriate electronic graphic organizers to create, construct, or design a document</td>
<td>Use the appropriate electronic graphic organizer in an independent and original task in a specific core curriculum content area</td>
<td>Choose the appropriate electronic graphic organizer to create, construct or design a document</td>
<td>With assistance, use an electronic graphic organizer to create, construct, or design a document</td>
</tr>
</tbody>
</table>
### STRAND B: APPLICATION OF PRODUCTIVITY TOOLS

<table>
<thead>
<tr>
<th>Standard 8.1 for end of Grade 8</th>
<th>Advanced Proficient</th>
<th>Proficient</th>
<th>Partially Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL INDEX:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>8.1.8.B.2:</strong> Exhibit <strong>legal and ethical behaviors</strong> when using information and technology, and discuss consequences of misuse</td>
<td>Exhibit legal and ethical behavior when using information and technology in an independent and original task in a specific core curriculum content area</td>
<td>Exhibit legal and ethical behavior when using information and technology as evidenced by using copyright fair-use laws as part of an assignment in a specific core curriculum content area</td>
<td>Verbalize an understanding between appropriate and inappropriate behavior related to legal and ethical issues as defined in the copyright fair-use laws</td>
</tr>
<tr>
<td><strong>8.1.8.B.3:</strong> Explain the purpose of an <strong>Acceptable Use Policy</strong> and the consequences of the inappropriate use of technology</td>
<td>Distinguish safe and appropriate use and misuse of technology according to the AUP when making choices while working independently</td>
<td>Exhibit an understanding of the district’s AUP by the safe and appropriate use of technology in all core curriculum content areas</td>
<td>Verbalizes an understanding of safe and appropriate use and misuse of technology according to the approved district Acceptable Use Policy (AUP) and knows the consequences of misuse but needs assistance to follow procedures for citing sources</td>
</tr>
<tr>
<td><strong>8.1.8.B.4:</strong> Describe and practice <strong>safe Internet usage</strong></td>
<td>Able to effectively and efficiently use Boolean logic for research</td>
<td>Independently choose appropriate tools and information resources (online resources and databases, search engines and subject directories)</td>
<td>With assistance, choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: • On-line resources and databases • Search engines and subject directories</td>
</tr>
<tr>
<td><strong>8.1.8.B.5:</strong> Describe and practice <strong>“etiquette”</strong> when using the Internet and electronic mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.1.8.B.6:</strong> Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: • On-line resources and databases • Search engines and subject directories</td>
<td>Able to effectively and efficiently use Boolean logic for research</td>
<td>Independently choose appropriate tools and information resources (online resources and databases, search engines and subject directories)</td>
<td>With assistance, choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: • On-line resources and databases • Search engines and subject directories</td>
</tr>
<tr>
<td><strong>8.1.8.B.7:</strong> Evaluate the <strong>accuracy, relevance, and appropriateness</strong> of print and non-print electronic information sources</td>
<td>Able to cite and support information sources using credible (accurate, relevant and appropriate) print and non-print electronic information sources</td>
<td>Independently evaluate information sources for credibility of print and non-print electronic information sources based on a predetermined criteria list</td>
<td>With assistance, evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Indefinitely and collaboratively use computer applications to modify information to solve problems</td>
<td>Consistently demonstrates the ability to create and manipulate information independently and/or collaboratively to solve problems and to design and develop products in a specific core curriculum content area</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>8.1.8.B.8:</strong></td>
<td>Use computer applications to modify information independently and/or collaboratively to solve problems</td>
<td>Independently and collaboratively use computer applications to modify information to solve problems</td>
<td>Identify basic hardware problems and demonstrate the ability to solve common problems without assistance</td>
</tr>
<tr>
<td><strong>8.1.8.B.9:</strong></td>
<td>Identify basic hardware problems and demonstrate the ability to solve common problems</td>
<td>Identify basic hardware problems and demonstrate the ability to solve common problems without assistance</td>
<td>Given basic hardware problems, demonstrate the ability to solve common problems with assistance</td>
</tr>
<tr>
<td><strong>8.1.8.B.10:</strong></td>
<td>Determine when technology tools are appropriate to solve a problem and make a decision</td>
<td>Determine when technology tools are appropriate to solve a problem and make a decision</td>
<td>Given a problem, select the appropriate technology tool, if applicable, to solve the problem from a given set of solutions</td>
</tr>
</tbody>
</table>
TECHNOLOGY LITERACY
COURSE DESCRIPTIONS

Based on the Eighth Grade NJTAP Rubric our K-8 Technology courses help students to develop essential technology skills within the framework of the curriculum by building sequentially on skills previously learned.

Beginning in Kindergarten, students are introduced to basic technology vocabulary, basic features of an operating system, can input and access data using appropriate techniques, operate self-paced Waterford computer assisted learning program and produce documents. In grades one to eight, students continually build on previously learned skills that include word processing, spreadsheets, graphic organizers; multimedia projects; databases and Internet research. Students conducting Internet research follow the cyber safety and Acceptable Use Policy guidelines.

Kindergarten: Students are introduced to computer basics (space bar, shift key, enter, tab, backspace, mouse-left click, touch pad-left click) and safe Internet sites on eBoard.

First-Second: Students learn to use grade appropriate keyboarding skills; word processing with graphics; Paint to create graphics; graphic organizers; spreadsheets; class PowerPoints books; and safe eBoard Internet sites.

Third-Fourth: Students continue to expand their keyboarding skills; word processing skills; Drawing and Painting; graphic organizers; spreadsheets; PowerPoint presentations; and safe eBoard Internet research.

Fifth-Eighth: Students further expand their use of technology while exploring advanced features and formatting options and proper documentation of word processing; graphic organizers; spreadsheets; PowerPoint presentations; and safe eBoard Internet research and communication.

ARTICULATION

Articulation meetings are periodically held intra, as well as inter-departmentally to address programmatic directions in Technology.

The creation of school based Professional Learning Committees further enhance technology based learning within the district.
### SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th><strong>Basic Computer Knowledge and Keyboarding</strong></th>
<th>K</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use computer vocabulary</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify and use the parts of a computer</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use the keyboard (Enter/Return, Spacebar, arrow keys, Esc, Tab, and other keys)</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Use the touchpad/mouse (Left Click)</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Double-click</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Right-click</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Click and Drag</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open applications and documents</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use the taskbar Open, close, minimize, maximize, and restore windows</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Start an application from the Start menu or desktop icon</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Exit an application</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use scroll bars (vertical/horizontal)</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use Help</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper use of home row</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Proper posture, hand placement</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch type using correct finger reaches</td>
<td>X</td>
<td>X</td>
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</table>

### Software Knowledge

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Save As and Save</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Open, modify, and save existing documents, worksheets, presentations, and/or databases</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Open saved files</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Menu</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Understand the ribbon and tabs</td>
<td>B</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Identify I-beam cursor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use Arrow keys</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Insert page breaks</td>
<td></td>
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<tr>
<td>Change line spacing</td>
<td>X</td>
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<tr>
<td>Left/Center/Right Alignment</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Feature</td>
<td>K</td>
<td>1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
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<tr>
<td>Page Setup (Portrait/Landscape Orientation; Margins)</td>
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<td>X</td>
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<tr>
<td>Cut/Copy/Paste/Undo/Redo</td>
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<td>X</td>
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<tr>
<td>Delete/Backspace keys</td>
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<td>X</td>
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<tr>
<td>Bold/Italics/Underline</td>
<td></td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Bullets/Numbering</td>
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<tr>
<td>Font Style/Size/Color/Change Case</td>
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<td>X</td>
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<tr>
<td>Insert symbols</td>
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<tr>
<td>Create borders</td>
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<tr>
<td>Use Find/Replace</td>
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<tr>
<td>Spellcheck/Thesaurus</td>
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<tr>
<td>Use Header/Footer</td>
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<tr>
<td>Insert Tables/Create Columns</td>
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<tr>
<td>Use print preview</td>
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<tr>
<td><strong>Graphics</strong></td>
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<td>Insert Clip Art</td>
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<tr>
<td>Format Clip Art</td>
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<tr>
<td>Use Shapes/Shape Effects</td>
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<td>Create a graphic organizer</td>
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<td><strong>Spreadsheets</strong></td>
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<td>Understand vocabulary (cells/columns/rows)</td>
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<tr>
<td>Header/Footer</td>
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<tr>
<td>Navigate within worksheet</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Insert/edit data in cells</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Insert/delete columns/rows</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Change column width/row height</td>
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<td>X</td>
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<tr>
<td>Create Chart</td>
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<tr>
<td>Format Chart Areas</td>
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<tr>
<td>Rename Worksheet</td>
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<tr>
<td>Save/Open Workbook</td>
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<tr>
<td>Activity</td>
<td>K</td>
<td>1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
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<tr>
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<tr>
<td>Font Style/Size/Color/Change Case</td>
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<tr>
<td>Left/Center/Right Alignment</td>
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<tr>
<td>Bold/Italics/Underline</td>
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<tr>
<td>Format Cells (Alignment/Wrap Text/Number)</td>
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<tr>
<td>Use of Right Click options</td>
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<td>Formula Tab (SUM/AVG/MIN/MAX)</td>
<td>X</td>
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<td>Use of Page Layout Tab (Sheet/Gridlines)</td>
<td>X</td>
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<tr>
<td>Internet</td>
<td>X</td>
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<tr>
<td>Demonstrate appropriate practices using Internet (safety/Netiquette)</td>
<td>X</td>
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<tr>
<td>Navigate within eBoard</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Evaluate website validity</td>
<td>X</td>
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<td>X</td>
<td></td>
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<tr>
<td>Respect copyright laws</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Cite websites correctly</td>
<td>X</td>
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<tr>
<td>Slideshow</td>
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<tr>
<td>Create slideshow</td>
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<tr>
<td>Move and/or delete slides</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Add/edit text on slides</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Add/edit graphics</td>
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<td>X</td>
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<tr>
<td>Change individual slide background</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Change fonts for contrast or readability</td>
<td>X</td>
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<tr>
<td>Change slide design</td>
<td>X</td>
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<tr>
<td>Use of animation</td>
<td>X</td>
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<td></td>
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<tr>
<td>Use of animation effects</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Use of slide transitions</td>
<td>X</td>
<td></td>
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<tr>
<td>Use of video and/or sound</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Online collaboration</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Databases</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Mail Merge (Letters/Addresses)</td>
<td>X</td>
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</tr>
</tbody>
</table>
Unit Title: Computer Introduction/Microsoft Word  Grade Level: Kindergarten

Subject/Topic Areas: Technology/Computer Software/Data Input

Key Words: Desktop; keyboard; mouse; touch pad; space bar; shift key; enter; backspace, icon

Unit Designer/s: Curriculum Committee  Time Frame: Five weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.2. A.1-4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- RF.K.1.a-d. Demonstrate understanding of the organization and basic features of print
- 9.1.4. E.1 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this introductory unit of technology, students will be introduced to the computer lab and computer procedures. Students will learn how to log on, open Microsoft Word and perform grade appropriate keyboarding.
### Kindergarten – Computer Introduction

#### What overarching understandings are desired?
- Computer vocabulary
- Identify keys on keyboard
- How to open Microsoft Word
- How to perform grade appropriate keyboarding

#### What are the overarching “essential” questions?
- Do you know computer vocabulary?
- Are you able to locate specific keys on keyboard?
- Can you identify an icon on the desktop?
- Are you able to use the keyboard?

#### What will students understand as a result of this unit?
- Vocabulary: desktop; keyboard; mouse; touch pad; space bar; shift key; enter; backspace
- How to use mouse; touch pad and where to find space bar; shift key; enter and backspace
- How to click on an icon to open a program
- How to use shift key to capitalize the first letter of name; type the alphabet

#### What “essential” and “unit” questions will focus this unit?
- Are you able to identify the desktop?
- How do you use the mouse; touch pad; space bar; shift key; enter and backspace?
- How do you open the Microsoft Word icon?
- Are you able to type your name and the alphabet?
What evidence will show that students understand computer vocabulary, specific keyboard keys, and how to perform grade appropriate keyboarding?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Practice computer log on
- Open Microsoft Word
- Keyboard first name with capital letter
- Keyboard alphabet using “Shift A, lower case a, shift B, lower case b, etc.”
- Keyboarding numbers 1-10

Quizzes, Tests, Academic Prompts

- Oral identification of vocabulary words
- Oral identification of keyboard keys
- Teacher observation
- Completion and printing of alphabet document

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Alphabet Document

Approximate Time Frame: Five weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.2. A.1-4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- RF.K.1.a-d. Demonstrate understanding of the organization and basic features of print
- 9.1.4. E.1 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a Microsoft Word document. Students will type their name using a capital letter. Students type the alphabet while alternating between capital and lower case letters followed by space bar. Students will type numbers 1 through 10.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and answers  Student created project

By what criteria will student products/performances be evaluated?

Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

X  Analytic Rubric  Holistic Rubric  X  Criterion List  X  Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample: Name, Alphabet, Number Page
- Other:

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will be able to orally respond to questions. Students will follow teacher direction and modeling to enable use of computer keyboard, mouse and touchpad. Students will create a finished document containing the alphabet. Finally they will expand their technology vocabulary according to their instructional level.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer vocabulary</td>
<td>• Identify computer parts</td>
</tr>
<tr>
<td>• Keyboard</td>
<td>• Locate select keys</td>
</tr>
<tr>
<td>• Microsoft Word icon</td>
<td>• Open Microsoft Word</td>
</tr>
<tr>
<td>• Name, alphabet, numbers</td>
<td>• Type name, alphabet, numbers</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Computer log on by student
4. Identifying specific keys on keyboard
5. Identifying desktop icon and opening Microsoft Word
6. Using shift key to capitalize first letter of name, type remaining letters
7. Touch the Enter key
8. Type capital “A” using shift key; type lower case “a” space bar
9. Continue capital-lower case space bar throughout alphabet
10. Touch the Enter key
11. Type numbers 1 through 10
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Log on Identification Cards
Alphabet Reference Handout

Web References: N/A
Unit Title: Computer Assisted Learning  
Grades Level: Kindergarten

Subject/Topic Areas: Technology/Learning Programs

Key Words: Log on, tab key, enter, left click, log off

Unit Designer/s: Curriculum Committee  
Time Frame: Four weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.2.2. A.1; B.2; F.1 All students will use develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.
- RF.K.1.a-d. Demonstrate understanding of the organization and basic features of print
- RF.K.2 a-e. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 a-d. Know and apply grade-level phonics and word analysis skills in decoding words.
- 9.1.4. E.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The students will learn how to open, log on and navigate through computer assisted learning programs. This introduction provided to enable students the knowledge to utilize the computer assisted learning programs in their classroom centers.
What overarching understandings are desired?

- Logging on is required
- How to open program
- How to navigate through computer assisted learning program
- How to exit from the computer

What will students understand as a result of this unit?

Students will understand:

- Typing user name and student number to log on
- To double click on an icon to open a program
- Steps to begin each segment of program
- How to return desktop to the log in window

What are the overarching “essential” questions?

- What is a log on window?
- Can you identify desktop icons?
- Are you able to navigate through the program?
- Are you able to log off the computer?

What “essential” and “unit” questions will focus this unit?

- Are you able to type last name first initial and then tab to enter password?
- Which icon is the correct icon?
- What do I do first, second?
- Which option in the Start menu will log off?
What evidence will show that students understand how to access and navigate through computer assisted learning programs?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Computer assisted learning program log on
- Ability to navigate within computer assisted learning program
- Computer assisted learning program log off
- Computer log off

Quizzes, Tests, Academic Prompts

- Checklists
- Teacher observations
- Computer assisted learning program generated student usage and performance reports

Unprompted Evidence, Observations, Work Samples

- Successful computer navigation

Student Self-Assessment

- Program feedback
PERFORMANCE TASK
BLUEPRINT

Kindergarten – Computer Assisted Learning

Task Title: Using Learning Program  Approximate Time Frame: Four weeks

What desired understanding/content standards will be assessed through this task?

- 8.2.2. A.1; B.2; F.1 All students will use develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.
- RF.K.1.a-d. Demonstrate understanding of the organization and basic features of print
- RF.K.2 a-e. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 a-d. Know and apply grade-level phonics and word analysis skills in decoding words.
- 9.1.4. E.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will be able to successfully log onto Learning Program and navigate through each component of the program.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and answers  Self guided progress through program

By what criteria will student products/performances be evaluated?

Teacher observation, Learning Program generated usage and performance report.

What type of scoring tools will be used for evaluation?

X  Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Kindergarten – Computer Assisted Learning

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill X Understanding X List

How will evidence be collected?
Quiz/Test X Teacher notes X Assignment

What type of assessments will be used?
Selected Response Academic Response Brief Constructed Responses
X Observation X Work Sample X Other: Learning Program Reports

What is the assessment’s purpose?
X Diagnostic X Formative X Summative

Describe the assessments and state the prompts: Students will be able to log onto the computer and selected program. They will further show their understanding by their ability to navigate through the self paced computer assisted learning program. Computer assisted learning program success will be measured through teacher printed usage and performance reports.

What types of scoring tools will be used for evaluation?
X Analytic Rubric Holistic Rubric
X Criterion List X Checklist X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

### Kindergarten – Computer Assisted Learning

Students will need to know…

- User Name and Password
- How to open and log onto Learning Program
- How to navigate through Learning Program

Students will be able to …

- Log onto computer
- Open and log onto Learning Program
- Successfully navigate through Learning Program components

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Logging onto computer
4. Identifying desktop icon and opening Learning Program
5. Logging onto Learning Program
6. Successful navigation and completion of Learning Program segments
7. Logging off Learning Program
8. Logging off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Waterford; Accelerated Reader

Other References:
Log on identification cards

Web References: N/A
Unit Title: Internet Introduction                      Grade Level: Kindergarten

Subject/Topic Areas: Technology/Web based Learning

Key Words: Internet, eBoard, clickable links, navigation

Unit Designer/s: Curriculum Committee                  Time Frame: Ten weeks

School District: Eatontown Public Schools             School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.2.2. A.1; B.2; F.1; G.2 All students will use develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.
- RF.K.1.a-d. Demonstrate understanding of the organization and basic features of print
- RF.K.2 a-e. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 a-d. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.4. Read emergent-reader texts with purpose and understanding.
- 9.1.4. E.1-4 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this introductory unit of technology, students will be introduced to the Internet and web based learning. They will become familiar with navigating within safe websites.
**IDENTIFY DESIRED RESULTS**

**Kindergarten – Internet Introduction**

What overarching understandings are desired?
- How to access the Internet
- How to access the eBoard
- How to select the required site(s)

What are the overarching “essential” questions?
- Can you identify desktop icons?
- What is a home page?
- Which website do I use?

What will students understand as a result of this unit?
- The Internet Explorer icon
- eBoard is a link on our home page
- The eBoard hosts multiple websites

What “essential” and “unit” questions will focus this unit?
- Which icon will bring me to the Internet?
- What is eBoard?
- Which website is the correct website?
What evidence will show that students understand accessing and using web based learning programs?

**Performance Tasks, Projects**

- Teacher and teacher modeling
- Student oral response to specific questions
- Computer log on
- Ability to connect to Internet
- Ability to open eBoard
- Selection of web based learning program
- Successful navigation while on web based learning program
- Computer log off

**Quizzes, Tests, Academic Prompts**

- Checklists
- Teacher observations
- Learning program progression

**Unprompted Evidence, Observations, Work Samples**  
**Student Self-Assessment**

- Successful use of computer
- Success in computer navigation
- Program feedback
Task Title: Starfall’s Alphabet
Approximate Time Frame: Four weeks

What desired understanding/content standards will be assessed through this task?

- 8.2.2. A.1; B.2; F.1; G.2 All students will use develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.
- RF.K.1.a-d. Demonstrate understanding of the organization and basic features of print
- RF.K.2 a-e. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 a-d. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.4. Read emergent-reader texts with purpose and understanding.
- 9.1.4. E.1-4 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

The students will be able access web based learning program by following the steps discussed and modeled. The students will explore Starfall’s interactive, animated and colorful learning website to learn letter sounds, expand vocabulary and grow reading skills.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and answers  Self-guided progress through the program

By what criteria will student products/performances be evaluated?

Teacher observation, computer performance, Starfall progression; improved reading skills

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Kindergarten – Internet Introduction

What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Program performance

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will be able to log onto the computer and selected program. They will further show their understanding by their ability to navigate through the web based learning program. Web based learning program success will be measured through student progression.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Kindergarten – Internet Introduction

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- To double click on Internet Explorer
- To single click on the eBoard link
- To single click on the program link

Students will be able to …
- Open Internet Explorer
- Open eBoard
- Open web based learning program

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Logging onto computer
4. Opening Internet Explorer and eBoard link
5. Open ABC’s Let’s Get Ready to Read
6. Click on the letter “A”, click on the green advance arrow, click on the red “X”-continuing this step until completing letter “Z”
7. Click on each vowel lower case letter to open vowel sounds page, red “X”
8. Click on Learn to Read
9. Observe the rows of underlined blended letters going from left to right
10. Click on the first blend and continue clicking on the green advance arrow until you can click on the red “X”; repeat for each entry on the 15 lines
11. Log off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
**SUPPLEMENTAL RESOURCES**

Computer Software: Internet

Other References:
Log on identification cards

Web References: eBoard – [www.starfall.com](http://www.starfall.com)
Unit Title: Internet Usage

Grade Level: Kindergarten

Subject/Topic Areas: Technology/Internet/eBoard/Online Videos

Key Words: Internet, eBoard, website, left click, navigate

Unit Designer/s: Curriculum Committee

Time Frame: Ten weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.2.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 8.2.2. B.2: G.2 All students will use develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.
- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- 9.1.4. E.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

Kindergarten students will expand their computer skills by accessing and navigating safe learning Internet sites posted on the eBoard.
What overarching understandings are desired?

- How to access the Internet
- How to access eBoard
- How to select the required site(s)

What are the overarching “essential” questions?

- Can you identify desktop icons?
- How can you connect to the Internet?
- Do you know how to use media?

What will students understand as a result of this unit?

Students will understand:

- How to use the Internet
- How to find the eBoard links
- How to view the individual videos

What “essential” and “unit” questions will focus this unit?

- Where on desktop is the Internet Explorer icon and how can it be opened?
- What do you click on to open the eBoard link?
- Are you able to begin and end each video?
What evidence will show that students understand how to access and navigate through the web based learning sites?

Performance Tasks, Projects

- Teacher and teacher modeling
- Student oral response to specific questions
- Computer log on
- Ability to connect to Internet
- Ability to open eBoard
- Student success in viewing online videos
- Computer log off

Quizzes, Tests, Academic Prompts

- Checklists
- Teacher observations
- Student oral responses to discussion questions

Unprompted Evidence, Observations, Work Samples

- Successful computer navigation

Student Self-Assessment

- Class responses
**PERFORMANCE TASK BLUEPRINT**

**Kindergarten – Internet Usage**

**Task Title:** Crawford the Cat  \hspace{1cm} **Approximate Time Frame:** Four weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.2.A.5; E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 8.2.2. B.2; G.2 All students will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.
- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- 9.1.4. E.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  \hspace{1cm} X  \hspace{1cm} Formative  \hspace{1cm} Summative

**Through what authentic performance task will students demonstrate understanding?**

Kindergarten students will be able access web based learning programs by following the steps discussed and modeled. Students will explore the Crawford the Cat website and participate in classroom discussion.

**What student products/performances will provide evidence of desired understandings?**

- Computer performance
- Questions and answers
- Self-guided progress through website

**By what criteria will student products/performances be evaluated?**

- Teacher observation, computer performance, video progression

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Kindergarten – Internet Usage

What other evidence will be collected during this unit?

What will be assessed?

X Performance Skill  X Understanding  X List

How will evidence be collected?

Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?

Selected Response
Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Program Performance

What is the assessment’s purpose?

X Diagnostic  X Formative  Summative

Describe the assessments and state the prompts: Students will be able to show their understanding by successful navigation through this web based site and viewing the videos. Success will further be evidenced by individual student’s ability to respond to teacher questions on the video’s content.

What types of scoring tools will be used for evaluation?

Analytic Rubric
Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- User Name and Password
- How to open Internet Explorer and eBoard
- How to navigate through program

**Students will be able to …**
- Log onto computer
- Connect to eBoard and link to website
- Successfully view online videos

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher instruction and modeling
2. Log onto computer
3. Open Internet Explorer and eBoard link
4. Select Kindergarten tab and follow links to Crawford the Cat
5. Click on video 1 and complete viewing (5 minutes)
6. Student oral response to discussion of video 1 topics
7. Continue viewing videos until all videos have been viewed
8. Computer log off
9. Classroom dialogue
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Internet

Other References:
Log on identification cards

UNIT

COVER

PAGE

Link to Content Standards/Interdisciplinary Standards

- 8.1.2.A.1.4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- W.K.6 With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 9.1.4. F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this final unit of Kindergarten technology, students will have advanced to keyboarding a sentence(s) using Microsoft Word.
**IDENTIFY DESIRED RESULTS**

**Kindergarten – Keyboarding**

**What overarching understandings are desired?**
- Where can sentences be typed
- Identify keys on keyboard
- How to perform grade appropriate keyboarding

**What are the overarching “essential” questions?**
- Can you locate the correct icon on the desktop?
- Are you able to locate specific keys on keyboard?
- Are you able to use the keyboard?

**What will students understand as a result of this unit?**
- How to click on an icon to open a program
- How to use necessary keys for assignment
- How to type name and simple grade appropriate sentence(s)

**What “essential” and “unit” questions will focus this unit?**
- How do you open the Microsoft Word icon?
- How do you use the mouse; touch pad; space bar; shift key; enter and backspace?
- Which key will assist you to exit a program?
What evidence will show that students understand specific keyboard keys and how to perform grade appropriate keyboarding?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Open Microsoft Word
- Keyboard first name with capital letter
- Successful completion of keyboarding assignment

Quizzes, Tests, Academic Prompts

- Oral identification of keyboard keys
- Teacher observation
- Completion and printing of simple sentence document

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Simple Sentences  
Approximate Time Frame: Six weeks

What desired understanding/content standards will be assessed through this task?
- 8.1.2.A.1,4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- W.K.6 With guidance and support form adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 9.1.4. F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?
Students will create a Microsoft Word document. Students will be able to type their name using a capital letter. Students will be able to type a simple grade appropriate sentence(s).

What student products/performances will provide evidence of desired understandings?
- Computer performance
- Questions and Answers
- Student created project

By what criteria will student products/performances be evaluated?
- Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?
- X Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Kindergarten – Keyboarding

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts: Kindergarten students will be able to orally respond to questions. Students will follow teacher direction and modeling to enable use of computer keyboard, mouse and touchpad. Students will create a finished document containing a simple grade appropriate sentence(s).

What types of scoring tools will be used for evaluation?
X Analytic Rubric
   Holistic Rubric
X Criterion List
X Checklist
   Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Computer vocabulary
- Keyboard
- Microsoft Word icon
- Keyboarding of simple sentence(s)

Students will be able to …
- Identify computer parts
- Locate select keys
- Open Microsoft Word
- Type simple sentence(s)

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Identifying specific keys on keyboard
4. Identifying desktop icon and opening Microsoft Word
5. Using shift key to capitalize first letter of name, type remaining letters
6. Touch the Enter key
7. Type simple sentence(s) using capital first letter and punctuation at end of sentence
8. Wait for teacher assisted printing
9. Log off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
- Log on identification cards
- Keyboard handout

Web References: N/A
**Unit Title:** Keyboarding  
**Grade Level:** 1-2

**Subject/Topic Areas:** Log On/Keyboard Layout and Keys

**Key Words:** Desktop; keyboard; mouse; icon; space bar; shift key; enter; backspace

**Unit Designer/s:** Curriculum Committee  
**Time Frame:** Ten weeks

**School District:** Eatontown Public Schools  
**School:** Meadowbrook, Vetter and Woodmere

**Link to Content Standards/Interdisciplinary Standards**

- 8.1.2.A.1-3 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

**Brief Summary of Unit**

In this keyboarding unit, Grades 1 and 2 students will learn proper keyboarding technique and skills.
## IDENTIFY DESIRED RESULTS

### Grades 1-2 – Keyboarding

**What overarching understandings are desired?**

- How to access keyboarding program
- Identify keys on keyboard
- How to perform grade appropriate keyboarding

**What are the overarching “essential” questions?**

- How do I use the keyboarding program?
- Are you able to locate specific keys on keyboard?
- Are you able to use the keyboard?

**What will students understand as a result of this unit?**

Students will understand:

- How to access and log on
- How to have proper keyboarding posture
- How to place fingers on the keyboard

**What “essential” and “unit” questions will focus this unit?**

- How do you access and log onto Type to Learn?
- How do sit and where do you place your arms?
- Can you identify the home row and how to place your fingers on the keyboard?
What evidence will show that students understand specific keyboard keys and how to perform grade appropriate keyboarding?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Type to Learn logon
- Proper keyboarding posture and technique
- Successful completion of keyboarding assignments

Quizzes, Tests, Academic Prompts

- Oral identification of home row and other important keys
- Teacher observation
- Completion of keyboarding assignments

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Proper posture and keyboarding technique

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Type to Learn
Approximate Time Frame: Six weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.2.A.1-3 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task? X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will be able to log onto Type to Learn program. Students will exhibit proper posture and finger placement on keyboard. Students complete self-paced typing lessons.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and Answers
- Typing performance

By what criteria will student products/performances be evaluated?

- Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Grades 1-2 – Keyboarding**

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Performance Skill</td>
</tr>
<tr>
<td>X Understanding</td>
</tr>
<tr>
<td>X List</td>
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<table>
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<tr>
<th>How will evidence be collected?</th>
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<tbody>
<tr>
<td>Quiz/Test</td>
</tr>
<tr>
<td>X Teacher notes</td>
</tr>
<tr>
<td>X Assignment</td>
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<th>What type of assessments will be used?</th>
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<td>X Selected Response</td>
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<td>X Academic Response</td>
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<td>X Brief Constructed Responses</td>
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<td>Work Sample</td>
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<td>Other:</td>
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<th>What is the assessment’s purpose?</th>
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<td>X Formative</td>
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<td>X Summative</td>
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</table>

Describe the assessments and state the prompts: The students will be able to orally respond to questions about keyboarding. Students will follow teacher direction and modeling to enable proper use of computer keyboard and mouse. Students will work through self-paced lessons as they learn keyboarding skills.

<table>
<thead>
<tr>
<th>What types of scoring tools will be used for evaluation?</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Holistic Rubric</td>
</tr>
<tr>
<td>X Criterion List</td>
</tr>
<tr>
<td>X Checklist</td>
</tr>
<tr>
<td>Answer Key</td>
</tr>
</tbody>
</table>
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

### Students will need to know…
- Computer vocabulary
- Keyboard
- Type to Learn logon
- Proper posture
- Proper finger placement

### Students will be able to …
- Identify computer parts
- Locate select keys
- Open Type to Learn
- Sit with backs against chair and legs uncrossed
- Locate and use home row

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Identifying specific keys on keyboard
4. Successful access to Type to Learn program
5. How to properly sit in their chair for proper keyboarding posture
6. How to keep their elbows toward their body
7. How to bend their fingers slightly as if they were going to hold and toss a football
8. How to successfully locate and use the home row
9. Log off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Type to Learn

Other References:
Log on identification cards

Web References: N/A
Unit Title: Keyboarding Practice  
Grade Level: 1-2

Subject/Topic Areas: Log On/Keyboard Keys/Microsoft Word/Data Input

Key Words: Desktop; keyboard; mouse; space bar; shift key; enter; backspace; icon

Unit Designer/s: Curriculum Committee  
Time Frame: Ten weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.2.A.1-4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- W.3.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 9.1.4.E.1.2 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this keyboarding practice unit, Grades 1 and 2 students will keyboard words, sentences, and holiday cards using Microsoft Word.
What overarching understandings are desired?

- Where can sentences be typed
- Identify keys on keyboard
- How to perform grade appropriate keyboarding using proper keyboarding technique

What will students understand as a result of this unit?

Students will understand:

- How to click on an icon to open a program
- How to use necessary keys for assignment
- How to type name, words, sentences and create greeting card

What are the overarching “essential” questions?

- Which is the correct desktop icon?
- Are you able to locate specific keys on keyboard?
- Are you able to use the home row?

What “essential” and “unit” questions will focus this unit?

- How do you open the Microsoft Word icon?
- How do you use the home row; mouse; space bar; shift key; enter and backspace?
- Are you able to complete the task assigned?
**DETERMINE ACCEPTABLE EVIDENCE**

### Grades 1-2 – Keyboarding Practice

What evidence will show that students understand specific keyboard keys and how to perform grade appropriate keyboarding?

#### Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Open Microsoft Word
- Keyboard first name with capital letter
- Successful completion of keyboarding assignment using proper keyboarding posture and technique

#### Quizzes, Tests, Academic Prompts

- Oral identification of home row and keyboard keys
- Teacher observation
- Completion and printing documents and cards

#### Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples

#### Student Self-Assessment

- Checklists
- Rubrics
Task Title: I Am Thankful For….  
Approximate Time Frame: Six weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.2.A.1-4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- W.3.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 9.1.4.E.1,2 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will complete the sentence “I am thankful for….” using Microsoft Word. They will use proper capitalization, one space in between each word and proper punctuation. An optional graphic can be inserted.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and Answers  Student created project

By what criteria will student products/performances be evaluated?

Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

X Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- X Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
  Other:

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: The students will be able to orally respond to questions about thankfulness. Students will follow teacher direction and modeling to enable use of computer keyboard and mouse. Students will create a document stating what they are thankful for and add an optional graphic.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
  Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer vocabulary</td>
<td>• Identify computer parts</td>
</tr>
<tr>
<td>• Keyboard</td>
<td>• Locate home row</td>
</tr>
<tr>
<td>• Microsoft Word icon</td>
<td>• Open Microsoft Word</td>
</tr>
<tr>
<td>• Keyboarding of completed sentence</td>
<td>• Type completed sentence</td>
</tr>
<tr>
<td>• How to insert graphic</td>
<td>• Insert optional graphic</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Identifying home row and specific keys on keyboard
4. Identifying desktop icon and opening Microsoft Word
5. Using shift key to capitalize first letter of name, type remaining letters
6. Touch the Enter key
7. Complete and type sentence using capital first letter, one space in between each word and punctuation at end of sentence
8. Insert optional graphic
9. Wait for teacher assisted printing
10. Log off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Log on identification cards
I am thankful for…… handout

Web References: N/A
Unit Title: Word Processing  
Grade Level: 1 - 2  

Subject/Topic Areas: Keyboard/Microsoft Word/Data Input  

Key Words: Desktop; keyboard; mouse; touch pad; space bar; shift key; enter; backspace, icon  

Unit Designer/s: Curriculum Committee  
Time Frame: Six weeks  

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter and Woodmere  

Link to Content Standards/Interdisciplinary Standards  

- 8.1.2. A.1-4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.  
- SL.3. 5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  
- 9.1.4. A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.  

Brief Summary of Unit  

In this word processing unit, students will further their knowledge of Microsoft Word by learning how to insert graphics and make formatting changes.
**IDENTIFY DESIRED RESULTS**

**Grades 1-2**  
Word Processing

<table>
<thead>
<tr>
<th>What overarching understandings are desired?</th>
<th>What are the overarching “essential” questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer vocabulary</td>
<td>• What is a desktop?</td>
</tr>
<tr>
<td>• How to open Microsoft Word</td>
<td>• Which is the correct icon?</td>
</tr>
<tr>
<td>• What is the Home Tab?</td>
<td>• What do you do if the icon doesn’t open?</td>
</tr>
<tr>
<td>• What is the Insert Tab?</td>
<td>• How do I change the font?</td>
</tr>
<tr>
<td>• How to insert a graphic</td>
<td>• How do you locate an appropriate graphic?</td>
</tr>
</tbody>
</table>

**What will students understand as a result of this unit?**

Students will understand:

- Vocabulary: desktop; keyboard; mouse; touch pad; space bar; shift key; enter; backspace
- To click on icon twice
- Options contained on the Home Tab
- How to insert graphic from clip art using the Insert Tab

**What “essential” and “unit” questions will focus this unit?**

- Can you identify important keys?
- What color and letter is the Microsoft Word icon?
- How do you change font style, size and color?
- How can you print using the File dropdown?
- How to change the size and location of imported clip art
What evidence will show that students understand computer vocabulary, specific keyboard keys, and how to perform grade appropriate keyboarding?

### Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Open Microsoft Word
- Explore Home Tab
- Explore Insert and File Tabs
- Log off computer

### Quizzes, Tests, Academic Prompts

- Oral identification of vocabulary words
- Oral identification of keyboard keys
- Teacher observation
- Completion and printing of document

### Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples

### Student Self-Assessment

- Checklists
- Rubrics
Performance Task Blueprint

Grades 1-2
Word Processing

Task Title: Fun with Font Changes  Approximate Time Frame: Four weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.2. A.1-4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- SL.3. 5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 9.1.4. A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a Microsoft Word document with font formatting changes. Students will be instructed to change font style, size and color several times during exercise. Students will insert, resize and move appropriate graphic onto document.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and answers  Student created project

By what criteria will student products/performances be evaluated?

Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

X  Analytic Rubric  Holistic Rubric  X  Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X  Performance Skill   X  Understanding   X  List

How will evidence be collected?
Quiz/Test   X  Teacher notes   X  Assignment

What type of assessments will be used?
X  Selected Response
X  Academic Response
X  Brief Constructed Responses
X  Observation
X  Work Sample
X  Other: Keyboard worksheet

What is the assessment’s purpose?
X  Diagnostic   X  Formative   X  Summative

Describe the assessments and state the prompts: Students will create a Microsoft Word document with font formatting changes. Students will be instructed to change font style, size and color several times during exercise. They will insert and reformat an appropriate graphic.

What types of scoring tools will be used for evaluation?
X  Analytic Rubric
   Holistic Rubric
X  Criterion List
X  Checklist
   Answer Key for Quiz
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Computer vocabulary
- How to open Microsoft Word
- What is a Home Tab
- How to change font
- How to access and format graphics

Students will be able to …
- Identify computer parts
- Identify Microsoft Word icon
- Use the Home Tab to make font changes
- Resize and move graphic
- Use the File Menu to print

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Identify specific keys on keyboard
4. Computer log on
5. Recognize desktop icon and opening Microsoft Word
6. Identify and discuss Home Tab
7. Change font style by selecting font style dropdown arrow
8. Change font size by selecting font sizing dropdown arrow
9. Change font color by selecting underlined letter A dropdown arrow
10. Type name; select enter; make changes and type words
11. Insert picture from clip art; resize and move graphic
12. Identify Menu toolbar-select File-Print
13. Log off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th>Computer Software: Microsoft Word</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log on identification cards</td>
</tr>
<tr>
<td>Keyboard Handout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Web References: N/A</th>
</tr>
</thead>
</table>
**UNIT COVER PAGE**

**Unit Title:** Graphics  
**Grade Level:** 1 - 2

**Subject/Topic Areas:** Paint/Click and drag

**Key Words:** Home Tab; tools; brushes; shapes; size; colors; undo arrow

**Unit Designer/s:** Curriculum Committee  
**Time Frame:** Six weeks

**School District:** Eatontown Public Schools  
**School:** Meadowbrook, Vetter and Woodmere

**Link to Content Standards/Interdisciplinary Standards**

- 8.1.2.B.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 1.3.D.2,4-5 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures citizens and workers in diverse ethnic and organizational cultures.

**Brief Summary of Unit**

In this unit, students will be introduced to creating art on a computer. Students will use graphic software (i.e., Microsoft Paint and/or Inspiration) to illustrate and draw.
What overarching understandings are desired?

- Paintbrush technique
- Use of undo
- Use of paint can
- How to cut or copy an object
- Identify the difference between graphics and text

What are the overarching “essential” questions?

- How do you draw on a computer?
- Can a mistake be removed?
- How can you correct a paint spill?
- Where does a duplicated object appear after pasting?
- How can you put text on the painting?

What will students understand as a result of this unit?

Students will understand:

- How to control the paint brush
- How to correct an error
- How to fill an object
- How to copy/paste an object
- How to create a text box

What “essential” and “unit” questions will focus this unit?

- How do you click and drag at the same time?
- What can you remove?
- Why does the paint can spill out?
- How do you move the object pasted?
- How can you keyboard while using Paint?
What evidence will show that students understand how to use Microsoft Paint?

**Performance Tasks, Projects**

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Open Microsoft Paint
- Explore Home Tab and its components
- Explore File Tab
- Log off computer

**Quizzes, Tests, Academic Prompts**

- Oral identification of vocabulary words
- Teacher observation
- Completion and printing of paint document

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation
- Computer project samples

**Student Self-Assessment**

- Checklists
- Rubrics
Task Title: Painting  
Approximate Time Frame: Four weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.2.B.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 1.3.D.2.4-5 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  
Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a themed drawing using learned Paint techniques. Students will use paintbrush, fill color, duplication of one object and a text box containing their name and a descriptive grade appropriate sentence.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and answers
- Student created project

By what criteria will student products/performances be evaluated?

- Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
  Other:

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will be required to create a themed graphical drawing using the paintbrush, fill color, duplication of one object and a text box containing their name and a descriptive grade appropriate sentence.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
  Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Grades 1-2
Graphics

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to control the paint brush
- How to correct an error
- How to fill an object
- How to copy/paste an object
- How to create a text box

Students will be able to …
- Control the paint brush
- Correct an error
- Fill an object
- How to copy/paste an object
- How to create a text box

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Computer log on
4. Open Microsoft Paint (Start-All Programs-Accessories-Paint)
5. Identify and discuss Home Tab (Clipboard; Image; Tools; Brushes; Shapes; Size; Color)
6. Paint using paintbrush by clicking and dragging
7. Make shapes using shape choices by clicking and dragging
8. Use paint can to fill color into shapes
9. Use Image-Select to choose object, Clipboard to Copy, Paste
10. Use Tools (“A”) to create a text box to type name and sentence after learning Text
11. Print painting
12. Log off computer
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Paint; Inspiration

Other References:
Log on identification cards

Web References: N/A
Unit Title: Internet Usage  
Grade Level: 1-2

Subject/Topic Areas: Technology/Internet/eBoard

Key Words: Internet, eBoard, website, navigation

Unit Designer/s: Curriculum Committee  
Time Frame: Ten weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.2.A.1,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.E.1-4 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

Students will explore safe Internet sites on the eBoard to experience virtual tours, learn new skills, review previously learned skills and play learning games.
**IDENTIFY DESIRED RESULTS**

**Grades 1-2 – Internet Usage**

What overarching understandings are desired?

- Safe Internet usage
- Successful eBoard navigation
- Websites provide endless learning opportunities

What are the overarching “essential” questions?

- Why can’t I click here?
- Do I click the back arrow or “X”?
- Is there a website for learning to tell time?

What will students understand as a result of this unit?

Students will understand:

- Safe Internet Use
- How to navigate using different website links on eBoard post it
- Internet’s impact on learning

What “essential” and “unit” questions will focus this unit?

- Why must I stay on the eBoard?
- What happens when there is no back arrow?
- How can we explore the Internet?
What evidence will show that students understand how to access and navigate through the web-based character education site?

Performance Tasks, Projects

- Teacher and teacher modeling
- Student oral response to specific questions
- Computer log on
- Ability to connect to Internet
- Ability to open and locate specific eBoard post it
- Student success in navigating through assigned websites
- Student success in returning to post it for additional websites
- Computer log off

Quizzes, Tests, Academic Prompts

- Checklists
- Teacher observations
- Student oral responses to discussion questions

Unprompted Evidence, Observations, Work Samples

- Successful computer navigation

Student Self-Assessment

- Class responses
Task Title: Internet Usage  
Approximate Time Frame: Ten weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.2.A.1,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.E.1-4 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  
Formative  Summative

Through what authentic performance task will students demonstrate understanding?

Students will be able access eBoard Technology grade level websites to review learning a task, practice mouse control, visit locations remotely, and correlate classroom subject area learning.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and answers
- Website navigation success

By what criteria will student products/performances be evaluated?

Teacher observation, computer performance, classroom discussion

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Grades 1-2 – Internet Usage

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Website Performance

What is the assessment’s purpose?
X Diagnostic  X Formative  Summative

Describe the assessments and state the prompts: Students will show successful eBoard navigation by their ability to visit and interact on websites and participate in classroom discussion.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Safe Internet Use</td>
<td>• Use the Internet safely</td>
</tr>
<tr>
<td>• How to navigate through websites linked on eBoard</td>
<td>• Navigate within the eBoard post its</td>
</tr>
<tr>
<td>• Internet learning can be fun and exciting</td>
<td>• Have fun while learning</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher instruction and modeling
2. Log onto computer
3. Open Internet Explorer and eBoard link
4. Select the Technology post it
5. Select the Grades K-2 post it
6. Click on selected links to be explored
7. Navigate through assigned link(s)
8. Return to post it for additional website link(s)
9. Class discussion
10. Computer log off
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Internet

Other References:
Log on identification cards

Web References: eBoard
http://www4.eboard.com/eboard/servlet/BoardServlet;jsessionid=E9E78D4ED8B89A4A0173A0AC10771EB9?ACTION=NOTE_SHOW&ACTION_ON=NOTE&OBJECT_ID=3383490&SITE_NAME=eatontown&BOARD_NAME=TechMeadowbrook&SESSION_ID=rsshge16o0fb9924&TAB_ID=366386
Unit Title: Word Processing  
Grade Level: 3-4

Subject/Topic Areas: Microsoft Word/Ribbon/Home Tab/Insert Tab/File Tab

Key Words: Format; dropdown arrow; dialog box launcher; help

Unit Designer/s: Curriculum Committee  
Time Frame: Six weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1.2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4. A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this word processing unit, students will expand their knowledge of Microsoft Word.
### Grades 3-4
**Word Processing**

#### What overarching understandings are desired?
- Home Tab components
- Insert Tab components
- Page Layout Tab components
- Review Tab components
- File Tab components

#### What are the overarching “essential” questions?
- What parts make up a Ribbon?
- On which Tab can I find how to change my font?
- Which Tab will display Clip Art, Shapes, and Word Art?
- How can I find spell check?
- Where do I go to save or print?

#### What will students understand as a result of this unit?
Students will understand:
- The connection between each Tab and its components
- How a right click provides choices to make change
- What is the Quick Access Toolbar

#### What “essential” and “unit” questions will focus this unit?
- How can you bold, center, underline, use bullets and numbering, undo, print preview, save, etc.?
- What is the advantage to using the right click to make changes?
- How can you add to the Quick Access Toolbar?
What evidence will show that students understand computer vocabulary and how to use each Tab?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Completion of project(s) to display formatting knowledge
- Written quiz on Microsoft Word
- Log off computer

Quizzes, Tests, Academic Prompts

- Oral identification of vocabulary words
- Oral understanding of the Ribbon and its Tabs
- Teacher observation
- Completion and printing of document
- Quiz

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples
- Quiz

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Let’s Go Formatting  
Approximate Time Frame: Six weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.1,2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  
X Formative  
X Summative

Through what authentic performance task will students demonstrate understanding?

Students will be given a handout that requests specific changes to straight text. Students will show evidence of their understanding of the Ribbon and Home Tab, Insert Tab, Page Layout Tab, etc. by typing the document with the requested changes.

What student products/performances will provide evidence of desired understandings?

Quiz  
Questions and answers  
Student created project

By what criteria will student products/performances be evaluated?

Teacher observation, checklist, rubric, quiz

What type of scoring tools will be used for evaluation?

X Analytic Rubric  
Holistic Rubric  
X Criterion List  
X Checklist
What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample: Reformatting a document
X Other: Quiz

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts: The students will be able to orally respond to questions. Students will follow teacher direction and modeling during the Ribbon and Eight Tab lessons. Students will make format changes to a document to show their understanding. A written quiz will conclude unit.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
Holistic Rubric
X Criterion List
X Checklist
X Answer Key for Quiz
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Grades 3-4
Word Processing

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Features of the eight Tabs
- How to change font, bold, center, underline, use bullets/numbering, inset graphics and print
- How to use the Right Click to make changes

Students will be able to …
- Differentiate between each Tab’s and its function
- Determine which Tab enables required changes
- Explain the Right Click features

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Log onto computer
4. Identify, discuss and practice the eight Tab functions
5. Complete handout text using formatting tools
6. Print assigned document
7. Log off computer
8. Complete quiz
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Text Handout
Quiz

Web References: N/A
Unit Title: Graphics  
Grade Level: 3-4

Subject/Topic Areas: Ribbon; Insert Tab; Groups; Drawing Tools, Format Tab

Key Words: Shapes; shape styles; fill; dialog box launcher; on demand tools; mini toolbar

Unit Designer/s: Curriculum Committee  
Time Frame: Six weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1-2,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 1.3.2.D.1-4 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this unit, students will expand their ability to create graphics using the computer. Students will learn to illustrate and draw using Microsoft Word. Students will also use graphic organizing software during this unit.
What overarching understandings are desired?

- Use of Insert Tab
- Use of Shapes
- Use of Text Group
- Use of Page Layout Tab

What are the overarching “essential” questions?

- What does the Illustrations Group contain?
- What formatting changes can be performed on a shape?
- How can text be enhanced?
- What changes can be made to your page?

What will students understand as a result of this unit?

Students will understand:

- How to use Insert Tab
- How to use Shapes
- How to use Text Group
- How to use Page Layout Tab

What “essential” and “unit” questions will focus this unit?

- How can I locate clip art, shapes, text or symbols?
- What shapes are available and how can they be personalized?
- How do I use Word Art?
- How can page orientation, color and theme be altered?
What evidence will show that students understand how to use and create Graphics?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Open Microsoft Word
- Explore Insert Tab
- Explore Illustrations Group
- Explore Text Choices
- Explore Page Layout Tab

Quizzes, Tests, Academic Prompts

- Oral identification of vocabulary words
- Teacher observation
- Student ability to use selected Tabs and their functions
- Completion and printing of graphic document

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples

Student Self-Assessment

- Checklists
- Rubrics
PERFORMANCE TASK
BLUEPRINT

Grades 3-4 - Graphics

Task Title: Graphics  Approximate Time Frame: Six weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.1-2,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 1.3.2.D.1-4 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will use Microsoft Word to create a graphic design using the selected Tabs and their functions.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and answers
- Student created project

By what criteria will student products/performances be evaluated?

- Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

- X Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill   X Understanding   X List

How will evidence be collected?
Quiz/Test            X Teacher notes   X Assignment

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
X Diagnostic   X Formative   X Summative

Describe the assessments and state the prompts: Students will be required to create a graphic design using Microsoft Word. Students will be given specific guidelines and direction. Students will show evidence of their understanding of the specific Tabs through their completed project.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
  Holistic Rubric
X Criterion List
X Checklist
  Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Use of Insert Tab
- Use of Shapes
- Use of Text Group
- Use of Page Layout Tab

Students will be able to …
- Understand the Insert Tab
- Create Shapes
- Utilize the Text Group
- Understand the Page Layout Tab

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher instruction and modeling
3. Computer log on
4. Open Microsoft Word
5. Identify the Ribbon
6. Identify and practice using the Insert Tab and Illustration Group
7. Identify and practice using and customizing Shapes
8. Identify and practice using different Text styles (including Word Art)
9. Identify and practice using the Page Layout Tab (changing page orientation, page background color and style-for viewing purposes only)
10. Print graphical design drawing
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Log on identification cards

Web References: N/A
Unit Title: Keyboarding

Grade Level: 1-2

Subject/Topic Areas: Type to Learn/Home Row/Posture

Key Words: Touch typing; typing drills; key reaches

Unit Designer/s: Curriculum Committee

Time Frame: Ten weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1,2,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this keyboarding unit, students will practice and enhance their typing skills through the use of a keyboarding software program.
IDENTIFY DESIRED RESULTS

Grades 3-4 – Keyboarding

What overarching understandings are desired?
- Proper home row finger placement
- Proper keyboard posture
- Correct finger reaches

What are the overarching “essential” questions?
- Do all fingers have a place on the keyboard?
- Are you sitting correctly?
- Will learning the correct key reaches help improve keyboarding skills?

What will students understand as a result of this unit?
- The home row
- The importance of good posture
- How to touch type correctly

What “essential” and “unit” questions will focus this unit?
- Which fingers belong on which keys?
- Can bad posture affect your keyboarding skills?
- Are you using the correct finger to reach the correct key from the home row?
DETERMINE ACCEPTABLE EVIDENCE

Grades 3-4 – Keyboarding

What evidence will show that students understand specific keyboard keys and how to perform grade appropriate keyboarding?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Computer log on
- Open and log onto keyboarding program
- Complete self paced typing lessons
- Successful completion of keyboarding assignments

Quizzes, Tests, Academic Prompts

- Oral identification of keyboard keys
- Teacher observation
- Keyboarding lesson benchmarks

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Keyboarding lesson benchmarks
- Keyboard handouts

Student Self-Assessment

- Checklists
- Rubrics
PERFORMANCE TASK BLUEPRINT

Grades 3-4 - Keyboarding

Task Title: Type to Learn  Approximate Time Frame: Six weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.1,2,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will use proper keyboarding skills as they progress through self-paced typing program lessons.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and Answers  Lesson advancement

By what criteria will student products/performances be evaluated?

Teacher observation, checklist, color coding keyboard handout, keyboarding program progress chart

What type of scoring tools will be used for evaluation?

X Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Color Coded Keyboard Chart

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will follow teacher keyboarding direction and modeling of proper posture and finger placement. Students will work through self-paced keyboarding software program using correct posture, finger placement on the keyboard and finger reaches. Completion of color coded keyboard chart.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- The home row
- The importance of good posture
- How to touch type correctly

Students will be able to …
- Place fingers on the home row
- Sit in their seats correctly
- Learn the proper finger-key reach from the home row

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue on proper keyboarding
2. Teacher instruction and modeling
3. Student placement on the home row
4. Student posture-straight and tall; feet flat on the ground (if possible)
5. Proper reaching from the home row (i.e., f-t, f-r j-u, j-y; etc.)
6. Direction on how to use typing software program
7. Self paced lesson progression while making sure posture and finger placement are correct
8. Color coding keyboard handout
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Type to Learn

Other References:
Keyboard Handout

Web References: N/A
UNIT

COVER

PAGE

Grades 3-4 
Spreadsheets

Unit Title: Spreadsheet 
Grade Level: 3-4

Subject/Topic Areas: Microsoft Excel/Spreadsheet Safari/Graphic Design

Key Words: Ribbon; tabs; cell; row; column; active cell; workbook/sheet; fill; chart tools; sort

Unit Designer/s: Curriculum Committee 
Time Frame: Ten weeks

School District: Eatontown Public Schools 
School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
- 9.1.4.A.3.B.1 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this unit on spreadsheets, students will learn how to alphabetize; conduct a classroom query, spreadsheet and chart; and make a spreadsheet graphic. A quiz will conclude unit.
What overarching understandings are desired?
- Spreadsheet vocabulary
- Spreadsheet creation
- How to make a graph
- Spreadsheet graphics
- Spreadsheet Sort function

What are the overarching “essential” questions?
- What is a cell?
- Where do you click to add data?
- How do you transform your spreadsheet into a graph?
- How can fill make a graphic?
- How can spelling words be alphabetized with one click?

What will students understand as a result of this unit?
Students will understand:
- The difference between rows and columns
- How to create a spreadsheet
- How to use Chart Tools
- How to create a graphic
- How to alphabetize spelling words

What “essential” and “unit” questions will focus this unit?
- What is the difference between a cell, a row and a column?
- How do you navigate between cells?
- How do you make changes to the chart?
- What can be created by selecting cells (columns or rows) and filling them with color?
- How versatile is Excel?
What evidence will show that students understand the versatility of spreadsheet software?

**Performance Tasks, Projects**
- Teacher and student modeling
- Online interactive spreadsheet website (as a class and in teams)
- Student oral response to specific questions
- Classroom query transformation into spreadsheet and graph
- Student created graphic using fill
- Student spelling word list alphabetization
- Quiz

**Quizzes, Tests, Academic Prompts**
- Classroom participation in online interactive spreadsheet website
- Oral understanding spreadsheet vocabulary
- Teacher observation
- Completion and printing of graph, graphic and alphabetized spelling list
- Quiz

**Unprompted Evidence, Observations, Work Samples**
- Teacher observation
- Computer project samples
- Quiz

**Student Self-Assessment**
- Checklists
- Rubrics
**PERFORMANCE TASK BLUEPRINT**

**Grades 3-4**

**Spreadsheets**

**Task Title:** Spreadsheet Versatility  
**Approximate Time Frame:** Ten weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.4.A.4 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
- 9.1.4.A.3,B.1 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

The class will participate collectively and in teams using the online spreadsheet interactive website. Students will learn how to alphabetize; conduct a classroom query, transfer the data into a spreadsheet and chart; and make a graphic on an Excel worksheet.

**What student products/performances will provide evidence of desired understandings?**

Computer performance  
Questions and answers  
Student created projects

**By what criteria will student products/performances be evaluated?**

Teacher observation, checklist, rubric, quiz

**What type of scoring tools will be used for evaluation?**

X Analytic Rubric  
Holistic Rubric  
X Criterion List  
X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- X Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Samples: Spreadsheet/Graph; Worksheet Graphic; Alphabetized Spelling List
- X Other: Quiz

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will engage in classroom and teamed activities using the interactive website. Students will participate in a classroom query, transferring the data into a spreadsheet and graph. Students will create a colorful graphic using the fill tool. Students will alphabetize their spelling word list using the sort function. A written quiz will conclude unit.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key: Quiz
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- Spreadsheet vocabulary
- How to create a spreadsheet
- How to make a chart
- How to create a graphic design
- How to alphabetize spelling words

**Students will be able to …**
- Differentiate between cells, rows and columns
- Transfer data into a spreadsheet
- Chart using Chart Tools
- Fill color in cells, rows and/or columns
- Use the Editing Tab to Sort

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Online interactive spreadsheet website
2. Teacher instruction and modeling
3. Classroom participation of interactive spreadsheet website
4. Team participation using interactive website
5. Student oral response to specific questions
6. Classroom query; transfer of data into spreadsheet and graph
7. Student created graphic using fill
8. Student spelling word list alphabetization
9. Quiz
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
# SUPPLEMENTAL RESOURCES

**Computer Software:** Microsoft Excel

**Other References:**
- Excel Handout
- Quiz

**Web References:** [http://library.thinkquest.org/J0110054/index.html](http://library.thinkquest.org/J0110054/index.html)
Unit Title: Internet Usage  
Grade Level: 3-4

Subject/Topic Areas: Technology/Internet Safety/eBoard/Acceptable Use Policy

Key Words: Safety; Netiquette; privacy; browsing; popups; search engine; research

Unit Designer/s: Curriculum Committee  
Time Frame: Five weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-5; B.1; C.1; E.4; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

Students will expand their computer skills by accessing safe Internet sites posted on the eBoard. Topic research will be gathered for use in the PowerPoint unit. Students may work individually or in groups of two.
IDENTIFY DESIRED RESULTS

Grades 3-4 – Internet Usage

What overarching understandings are desired?

- How to access the Internet
- How to access eBoard
- How to select the required site

What will students understand as a result of this unit?

Students will understand:

- How to safely use the Internet
- How to access eBoard links
- How to gather topic research facts

What are the overarching “essential” questions?

- What is Internet safety and netiquette?
- What is a search engine?
- Where is the information for my research?

What “essential” and “unit” questions will focus this unit?

- What is the procedure if a popup occurs?
- How can the research links be accessed?
- Which website facts are needed and/or applicable?
What evidence will show that students understand how to safely perform topic research on the eBoard?

**Performance Tasks, Projects**

- Teacher and teacher modeling
- Student oral response to specific questions
- Ability to access the Internet: open eBoard and locate research topic websites
- Ability to determine relevant information from website and take grade appropriate notes without plagiarizing
- Ability to copy/paste and save URL address for use during PowerPoint unit

**Quizzes, Tests, Academic Prompts**

- Checklists
- Teacher observations
- Student oral responses to discussion questions
- Student Internet research performance

**Unprompted Evidence, Observations, Work Samples**

- Successful safe computer navigation
- Grade appropriate non-plagiarized notes

**Student Self-Assessment**

- Class responses
PERFORMANCE TASK
BLUEPRINT

Grades 3-4 – Internet Usage

Task Title: Internet Research  Approximate Time Frame: Five weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-4,5; B.1; C.1; E.4; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  Summative

Through what authentic performance task will students demonstrate understanding?

Students will access safe Internet sites posted on the eBoard. Individual or group topic research will be gathered for use in the PowerPoint unit.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and answers
- Grade appropriate research topic notes

By what criteria will student products/performances be evaluated?

- Teacher observation, computer and safe Internet performance, research notes

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Performance Skill</td>
</tr>
<tr>
<td>X Understanding</td>
</tr>
<tr>
<td>X List</td>
</tr>
</tbody>
</table>

How will evidence be collected?

| Quiz/Test | X Teacher notes | X Assignment |

What type of assessments will be used?

| Selected Response           |
| Academic Response           |
| X Brief Constructed Responses |
| X Observation               |
| X Work Sample               |
| X Other: Research Handout   |

What is the assessment’s purpose?

| Diagnostic | X Formative | Summative |

Describe the assessments and state the prompts: Students will be able to show their understanding of safe Internet usage by successful navigation through the eBoard website links. They will further display success by taking grade appropriate notes without plagiarizing for their PowerPoint project.

What types of scoring tools will be used for evaluation?

| Analytic Rubric |
| Holistic Rubric |
| X Criterion List |
| X Checklist     |
| X Answer Key    |
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- How to safely use the Internet
- How to access eBoard links
- How to gather topic research facts

**Students will be able to …**
- Safely use the Internet
- Navigate through eBoard topic links
- Research and take relevant notes without plagiarizing

**What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?**

1. Teacher instruction and modeling
2. Student oral response to specific questions
3. Access Internet Explorer and eBoard links
4. Location and navigation of research topic websites
5. Following correct safety procedures while on Internet
6. Identification of relevant information from website(s)
7. Grade appropriate note taking without plagiarizing
8. URL address copy/paste and save for use during PowerPoint unit
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word (for saving information)

Other References:
Topic Research Handout

Web References: eBoard; research topic websites (to be determined)
Unit Title: PowerPoint Introduction                  Grade Level: 3-4

Subject/Topic Areas: Technology/Slideshow/Template

Key Words: Ribbon, tabs, mini-toolbar, dialog box launcher, themes, transitions, animations, backstage view

Unit Designer/s: Curriculum Committee                  Time Frame: Ten weeks

School District: Eatontown Public Schools                School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1,3,5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-4,5; B.1; C.1; E.1-3; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this unit, students will be introduced to slideshow creation. Slideshows will be made using the research data that was collected during the Internet unit. This unit will conclude with student PowerPoint presentations to the class using the interactive whiteboard.
What overarching understandings are desired?

- How to create a PowerPoint slideshow
- Use of key words and phrases
- Insertion of relevant graphic(s) from clip art
- How to cite sources

What are the overarching “essential” questions?

- Where do I type?
- How do I use the bullets?
- How can graphic(s) be imported into a slide?
- What websites were used for your research?

What will students understand as a result of this unit?

Students will understand:

- PowerPoint creation
- How to enter facts
- How to manipulate graphics within a slideshow
- How to cite URL addresses used during research

What “essential” and “unit” questions will focus this unit?

- How does each slide guide you for data entry?
- Why shouldn’t complete sentences be used?
- Can a graphics be used for slide background, information and design?
- Why is it necessary to cite websites used?
What evidence will show that students understand how to create a slideshow?

**Performance Tasks, Projects**

- Teacher and teacher modeling
- Student oral response to specific questions
- Ability to navigate through each of the PowerPoint Tabs
- Ability to enter research facts without plagiarizing
- Ability to add and resize (where needed) relevant graphics
- Use of Slide Design to change slide color
- Creation of Websites Cited slide (final slide)
- Slideshow presentation

**Quizzes, Tests, Academic Prompts**

- Checklists
- Teacher observations
- Student oral responses to discussion questions
- Slideshow creation

**Unprompted Evidence, Observations, Work Samples**

- Successful relevant fact transfer
- Slideshow navigation
- Slideshow aesthetic appeal

**Student Self-Assessment**

- Class responses
Task Title: PowerPoint Creation  
Approximate Time Frame: Ten weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.1,3,5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-4,5; B.1; C.1; E.1-3; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

Student created slideshow presentations will be a culmination of the research conducted during the Internet unit. Slideshows will be graded using a rubric to measure required criteria (i.e., content, appearance, graphic insertion).

What student products/performances will provide evidence of desired understandings?

- Slideshow creation
- Questions and answers
- Grade appropriate research topic notes

By what criteria will student products/performances be evaluated?

- Teacher observation, slideshow creation performance, rubric

What type of scoring tools will be used for evaluation?

X Analytic Rubric  
Holistic Rubric  
X Criterion List  
X Checklist

162
What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X  Performance Skill</td>
</tr>
<tr>
<td>X  Understanding</td>
</tr>
<tr>
<td>X  List</td>
</tr>
</tbody>
</table>

How will evidence be collected?

<table>
<thead>
<tr>
<th>Quiz/Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>X  Teacher notes</td>
</tr>
<tr>
<td>X  Assignment</td>
</tr>
</tbody>
</table>

What type of assessments will be used?

- Selected Response
- Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample: PowerPoint Presentation
- X Other: Rubric

What is the assessment’s purpose?

| X  Diagnostic               |
| X  Formative                |
| Summative                  |

Describe the assessments and state the prompts: Students will be able to show their understanding of PowerPoint creation by meeting the objectives and guidelines as stated in handout and rubric.

What types of scoring tools will be used for evaluation?

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- PowerPoint creation
- How to add the important facts
- Graphic manipulation
- URL citing

Students will be able to …
- Create a PowerPoint presentation
- Enter facts in bulleted form
- Add graphics
- Cite sources used

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher instruction and modeling
2. Student oral response to specific questions
3. Identify and explore PowerPoint components (Ribbon, tabs mini-toolbar, dialog box launcher, etc.)
4. Using the Home Tab, create Title Slide
5. Insert new slide enter facts
6. Insert additional slides for each section of factual research
7. Review of facts to insure plagiarism free slideshow
8. Create Websites Cited slide as final slide
9. Using the Insert Tab, insert and resize relevant graphics on slides
10. Use the Design Tab, select a Slide Theme to change slide color on individual slides (slides can be uniform or vary in color)
11. Slideshow presentation on Interactive Whiteboard
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft PowerPoint

Other References:
PowerPoint Research Handout
PowerPoint Guidelines/Rubric

Web References: Microsoft Clip Art; eBoard; research topic websites
Unit Title: Word Processing

Grade Level: 5-6

Subject/Topic Areas: Microsoft Word/Advanced Formatting

Key Words: Right Click; Find/Replace; Tables; Format Bullets/Numbering, Borders, Columns

Unit Designer/s: Curriculum Committee

Time Frame: Six weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1-2, 5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3; B.1; C.1; E.1; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this word processing unit, students will learn advanced formatting through right-clicking and accessing the different tabs on the Microsoft Word ribbon. A pretest will be given to determine student knowledge. A posttest will be given at the end of unit to measure student proficiency.
## IDENTIFY DESIRED RESULTS

### Grades 5-6
**Word Processing**

<table>
<thead>
<tr>
<th>What overarching understandings are desired?</th>
<th>What are the overarching “essential” questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How to use fewer keystrokes to accomplish the same task</td>
<td></td>
</tr>
<tr>
<td>- How to make advanced formatting changes</td>
<td></td>
</tr>
<tr>
<td>- How to create more than just a text document</td>
<td>- How can right click simplify format changes?</td>
</tr>
<tr>
<td></td>
<td>- How can you customize bullets?</td>
</tr>
<tr>
<td></td>
<td>- How can you insert a table into a document?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will students understand as a result of this unit?</th>
<th>What “essential” and “unit” questions will focus this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand:</td>
<td></td>
</tr>
<tr>
<td>- Right clicking saves time</td>
<td>- What is the difference between the functions of the left and right mouse click?</td>
</tr>
<tr>
<td>- How to access symbols, borders, text box tools, advanced clip/smart art</td>
<td>- How can you change your bullets to symbols, pictures or clip art?</td>
</tr>
<tr>
<td>- The use of tables within a document</td>
<td>- Can you add a table or import an Excel spreadsheet into Word?</td>
</tr>
</tbody>
</table>
What evidence will show that students understand advanced formatting?

Performance Tasks, Projects

- Pretest
- Teacher and student modeling
- Student oral response to specific questions
- Document project containing advanced formatting changes
- Posttest

Quizzes, Tests, Academic Prompts

- Pretest
- Oral understanding advanced formatting techniques
- Teacher observation
- Completion and printing of document
- Posttest

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples
- Pretest and Posttest

Student Self-Assessment

- Checklists
- Rubrics
**Task Title:** Advanced Tools                      **Approximate Time Frame:** Six weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.4.A.1-2, 5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-3; B.1; C.1; E.1; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  X  Formative  X  Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will be given a handout that requires specific text changes. Students will show evidence of their understanding of the advanced formatting tools by typing the document with the requested changes.

**What student products/performances will provide evidence of desired understandings?**

- Computer performance
- Questions and answers
- Student created project

**By what criteria will student products/performances be evaluated?**

- Teacher observation, checklist, rubric

**What type of scoring tools will be used for evaluation?**

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Grades 5-6**  
**Word Processing**

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Performance Skill</td>
<td>X Understanding</td>
</tr>
</tbody>
</table>

**How will evidence be collected?**

<table>
<thead>
<tr>
<th>How will evidence be collected?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Quiz/Test</td>
<td>X Teacher notes</td>
</tr>
</tbody>
</table>

**What type of assessments will be used?**

<table>
<thead>
<tr>
<th>What type of assessments will be used?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Selected Response</td>
<td></td>
</tr>
<tr>
<td>X Academic Response</td>
<td></td>
</tr>
<tr>
<td>X Brief Constructed Responses</td>
<td></td>
</tr>
<tr>
<td>X Observation</td>
<td></td>
</tr>
<tr>
<td>X Work Sample: Reformatting a document</td>
<td></td>
</tr>
<tr>
<td>X Other: Pretest; Posttest</td>
<td></td>
</tr>
</tbody>
</table>

What is the assessment’s purpose?

<table>
<thead>
<tr>
<th>What is the assessment’s purpose?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Diagnostic</td>
<td>X Formative</td>
</tr>
</tbody>
</table>

Describe the assessments and state the prompts: The students will be able to orally respond to questions. Students will follow teacher direction and modeling during their learning of advanced formatting. Students will make advanced formatting changes to a document showing their understanding. A posttest will conclude unit.

What types of scoring tools will be used for evaluation?

<table>
<thead>
<tr>
<th>What types of scoring tools will be used for evaluation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Analytic Rubric</td>
<td></td>
</tr>
<tr>
<td>Holistic Rubric</td>
<td></td>
</tr>
<tr>
<td>X Criterion List</td>
<td></td>
</tr>
<tr>
<td>X Checklist</td>
<td></td>
</tr>
<tr>
<td>X Answer Key</td>
<td></td>
</tr>
</tbody>
</table>
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Grades 5-6
Word Processing

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

- The difference between the left and right click
- How to change bullets to symbols, pictures or clip art; how to insert symbols, page borders, text tools, etc.
- How to insert a table into Word

Students will be able to …

- Use right click to make formatting changes
- Change bullets to coordinate with their topic (i.e., planets)
- Create a table with data within a Word document

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Pretest
2. Classroom dialogue
3. Teacher instruction and modeling
4. Identify, discuss and practice right click formatting options
5. Using the Home and Insert Tabs, identify, discuss and practice changing bullets and inserting symbols
6. Using the Insert Tab, insert a table and Smart Art into document
7. Using the Page Layout Tab, create a Page Border
8. Recreate handout text using advanced formatting tools
9. Print document
10. Posttest
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Pretest
Text Handout
Posttest

Web References: N/A
Unit Title: Graphics Review  
Grade Level: 5-6

Subject/Topic Areas: Word Art/ Shapes/3 Dimensions

Key Words: Insert Tab, Page Layout Tab, Shape Styles, Shape Effects

Unit Designer/s: Curriculum Committee  
Time Frame: Three weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 1.1.5.D.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
- 9.1.4.A.1-3; E.1-3; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this unit, students will review their knowledge of graphics using the computer. Students will illustrate and draw using the Insert and Layout Tabs of Microsoft Word. Students may also use graphic organizing software (Inspiration).
What overarching understandings are desired?

- Use of Word Art
- Use of Shapes/Shape Styles
- Use of Shape Fill
- Use of Shape Outline
- Use of Shape Effects

What will students understand as a result of this unit?

- How to use Word Art
- How to use Shapes/Shape Styles
- How to use Shape Fill
- How to use Shape Outline
- How to use Shape Effects

What are the overarching “essential” questions?

- Can you change Word Art?
- Can you create many different shapes?
- Can you change shape fill color?
- Can you change line width?
- Can you make your shape 3 dimensional?

What “essential” and “unit” questions will focus this unit?

- How can you change the shape and color of a Word Art object?
- What shapes are available?
- How does contrasting colors add to the aesthetics of drawing?
- How does varying your line width change object?
- Can 3-D have special effects?
**DETERMINE ACCEPTABLE EVIDENCE**

**Grades 5-6**

**Graphics**

What evidence will show that students understand how to use the Insert and Page Layout Tabs?

**Performance Tasks, Projects**

- Teacher and student modeling
- Student oral response to specific questions
- Open Microsoft Word
- Insert Tab, Page Layout Tab, Shape Styles, 3 Dimensional Features
- Review and expand knowledge of Shapes-Shape Fill, Shape Outline, Shape Effects
- Explore Word Art additional features

**Quizzes, Tests, Academic Prompts**

- Oral identification of vocabulary words
- Teacher observation
- Completion and printing of graphic document (using fill, shapes, shape outline and shape effects)

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation
- Computer project samples

**Student Self-Assessment**

- Checklists
- Rubrics
Task Title: Graphics  Approximate Time Frame: Three weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 1.1.5.D.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 9.1.4.A.1-3; E.1-3; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a drawing using the Microsoft Word Page Layout and Shape Styles Tabs. Students will use Shapes, fill, line color and 3-D style. When adding Word Art, students will be required to experiment the different options available.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and answers
- Student created project

By what criteria will student products/performances be evaluated?

- Teacher observation, checklist, rubric

What type of scoring tools will be used for evaluation?

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- Other:

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will create a drawing using the Microsoft Insert and Page Layout Tabs. Students will use Shapes, Shape Fill, Shape Outline, and Shape Effects. When adding Word Art, students will be required to change the color and style.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to use Word Art
- How to use Shapes/Shape Styles
- How to Shape Fill
- How to use Shape Outline
- How to use Shape Effects

Students will be able to …
- Experiment with Word Art
- Use Shapes/Shape Styles
- Use fill color
- Use line style and color
- Use 3-D style

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue
2. Teacher and student modeling
3. Open Microsoft Word; explore both the Insert and Page Layout Tabs
4. Identify and practice using Word Art to change color change and style
5. Identify and practice using Shapes, fill, line color and 3-D style
6. Practice making Word Art text
7. Practice making and changing shapes
8. Print graphic design drawing
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word; Inspiration

Other References: N/A

Web References: N/A
Unit Title: Keyboarding

Grade Level: 5-6

Subject/Topic Areas: Type to Learn/Home Row/Posture

Key Words: Touch typing; accuracy; sequential lessons; technique

Unit Designer/s: Curriculum Committee

Time Frame: Five weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.4.E.1,2 Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this keyboarding unit, students will continue to advance their keyboarding skills using a software program.
IDENTIFY DESIRED RESULTS

Grades 5-6 – Keyboarding

What overarching understandings are desired?

- Using fingers correctly
- Use both pinkies for Shift Key
- Correct keyboard posture

What are the overarching “essential” questions?

- When should fingers return to home row?
- Do you use both the left and right hand pinkies to capitalize?
- Are your hands relaxed?

What will students understand as a result of this unit?

Students will understand:

- How accuracy and speed will improve with correct home row keyboarding
- How to use all ten fingers to keyboard
- How to sit back, feet flat and hands slightly curved

What “essential” and “unit” questions will focus this unit?

- Why is it important to use the home row?
- Are you using the correct finger to reach the correct key from the home row?
- How will good posture affect your keyboarding skills?
What evidence will show that students understand specific keyboard keys and how to perform grade appropriate keyboarding?

### Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Proper posture
- Proper home row keyboarding
- Continuation of self paced typing lessons

### Quizzes, Tests, Academic Prompts

- Teacher observation
- Posture, home row keyboarding
- Keyboarding lesson benchmarks

### Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Keyboarding lesson benchmarks

### Student Self-Assessment

- Checklists
- Rubrics
**Task Title:** Type to Learn  

**Approximate Time Frame:** Five weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.4.A.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.4.E.1,2 Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  X  Formative  X  Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will use proper keyboarding skills to increase accuracy and speed as they progress through self paced typing program lessons.

**What student products/performances will provide evidence of desired understandings?**

- Computer performance
- Questions and Answers
- Lesson performance

**By what criteria will student products/performances be evaluated?**

- Teacher observation, checklist, program progress chart

**What type of scoring tools will be used for evaluation?**

- X  Analytic Rubric
- Holistic Rubric
- X  Criterion List
- X  Checklist
What other evidence will be collected during this unit?

What will be assessed?

- X Performance Skill
- X Understanding
- X List

How will evidence be collected?

- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?

- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- Other:

What is the assessment’s purpose?

- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will follow teacher keyboarding direction and modeling of proper posture and finger placement. Students will work through self-paced keyboarding software program using correct posture and finger placement on the keyboard to improve accuracy and speed.

What types of scoring tools will be used for evaluation?

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Home row keyboarding</td>
<td>- Place fingers on the home row</td>
</tr>
<tr>
<td>- To use both hands to keyboard</td>
<td>- Use the correct fingers to reach to the correct keys</td>
</tr>
<tr>
<td>- Proper posture</td>
<td>- Increase accuracy and speed by proper posture</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Classroom dialogue on proper keyboarding
2. Teacher and student modeling
3. Proper posture (feet flat, back straight, hands slightly curved)
4. Proper home row keyboarding
5. Proper finger reaching from the home row
6. Use of all fingers while keyboarding
7. Self paced lesson progression while making sure posture and finger placement are correct
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Type to Learn

Other References:
Keyboard Handout

Web References: N/A
Unit Title: Spreadsheets  Grade Level: 5-6

Subject/Topic Areas: Microsoft Excel/Graphs/Formulas

Key Words: Mean, mode, median, charts, autosum

Unit Designer/s: Curriculum Committee  Time Frame: Ten weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter and Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.1.2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 9.1.4.B.1; F.1-2 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit:

Students will learn how to calculate mean, mode and median; format graph changes and review spreadsheets and graphs expanding their knowledge of graphing.
Grades 5-6
Spreadsheets

What overarching understandings are desired?

- Spreadsheet formulas
- Multi-classroom queries, spreadsheet, double graphs
- Experiment with Charts
- Use of “Format Chart Area” window

What are the overarching “essential” questions?

- What is a formula?
- How to you enter two sets of data?
- Do all of the chart options work for spreadsheet data?
- Can everything in a graph be changed?

What will students understand as a result of this unit?

Students will understand:

- How to calculate mean, mode and median
- How multi-classroom query results can be entered into a spreadsheet and graph
- How to view different graph options with your spreadsheet data
- How to change graph defaulted fonts, colors, styles, etc.

What “essential” and “unit” questions will focus this unit?

- How does the formula tab work?
- What is the procedure for data entry and graphing?
- How does the Insert Charts tab enable you to select from the graph choices?
- How easy is it to change the colors in a graph?
DETERMINE ACCEPTABLE EVIDENCE

Grades 5-6
Spreadsheets

What evidence will show that students understand spreadsheet software?

Performance Tasks, Projects

- Teacher and student modeling
- Student oral response to specific questions
- Multi-classroom query data transferred into spreadsheet
- Student choice of graph type
- Student formatting graph area changes to all graph components
- Student completion of formula exercises to conduct mean, mode and median
- Excel Quiz

Quizzes, Tests, Academic Prompts

- Teacher observation
- Completion and printing of multi-classroom query graph with personalized formatting changes
- Completion of formula exercises (mean, mode, median)
- Quiz

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Computer project samples
- Quiz

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Spreadsheets

Approximate Time Frame: Ten weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.1.2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 9.1.4.B.1; F.1-2 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will calculate mean, mode and median. They will further their understanding of spreadsheet software by participating in multi-class queries, creating spreadsheets and formatting graphs.

What student products/performances will provide evidence of desired understandings?

Computer performance  Questions and answers  Student created projects

By what criteria will student products/performances be evaluated?

Teacher observation, checklist, rubric, quiz

What type of scoring tools will be used for evaluation?

X  Analytic Rubric  Holistic Rubric  X  Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Grades 5-6
Spreadsheets

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Samples: Spreadsheet/Graph; Mean, Mode and Median Exercise
X Other: Quiz

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts: The students will complete exercises to calculate mean, mode and median. They will create a spreadsheet and graph of their choice with the data from a multi-class query. The graph will be reformatted. A written quiz will conclude unit.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
   Holistic Rubric
X Criterion List
X Checklist
X Answer Key
PLAN LEARNING EXPERIENCES 
AND INSTRUCTION

Grades 5-6
Spreadsheets

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Mean, mode and median formulas
- Multi-classroom query, spreadsheet and graph creation
- Graph choices
- Reformatting of graph fonts, colors, styles, etc.

Students will be able to …
- Calculate mean, mode and median
- Transfer of multiple data into spreadsheet
- View graphs before choosing
- Change graph fonts, colors, styles, etc.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher and student modeling
2. Student oral response to specific questions
3. Multi-classroom query participation
4. Data transfer into spreadsheet
5. Student choice of graph type
6. Student formatting graph area changes of all graph components
7. Student completion of formula exercises to conduct mean, mode and median
8. Excel Quiz
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Excel

Other References:
Excel Handout
Quiz

Web References:
UNIT

Internet Usage

Grades 5-6

COVER

PAGE

Unit Title: Internet Usage  Grade Level:  5-6

Subject/Topic Areas:  Internet/Web Browser/eBoard/Acceptable Use Policy/Plagiarism

Key Words:  Netiquette; popup; safety; search engine; research

Unit Designer/s:  Curriculum Committee  Time Frame:  Five weeks

School District:  Eatontown Public Schools  School:  Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.4.A.1-5; B.1; C.1; E.1.4; F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

Students will expand their Internet skills by accessing safe sites posted on the eBoard. Individual and/or group topic research will be gathered for use in the PowerPoint unit.
**Identify Desired Results**

### Grades 5-6 – Internet Usage

**What overarching understandings are desired?**
- How to safely use the Internet
- How to realize the difference between websites
- How to search a site for important facts

**What are the overarching “essential” questions?**
- What is Internet safety and netiquette?
- How is a website’s validity determined?
- What is relevant?

**What will students understand as a result of this unit?**
- Safe procedures
- Website accuracy and inaccuracy
- How to select the relevant facts

**What “essential” and “unit” questions will focus this unit?**
- Why can’t you just Google it?
- How to tell if it’s fact or fiction?
- How can notes be taken without plagiarizing?
What evidence will show that students understand how to safely perform topic research on the Internet (eBoard)?

**Performance Tasks, Projects**

- Teacher and teacher modeling
- Student oral response to specific questions
- Ability to navigate through eBoard research topic website links
- Ability to differentiate between good and bad sites
- Ability to determine relevant information from website and take grade appropriate notes without plagiarizing
- Ability to copy/paste URL address for use during PowerPoint unit

**Quizzes, Tests, Academic Prompts**

- Checklists
- Teacher observations
- Student oral responses to discussion questions
- Student Internet research performance

**Unprompted Evidence, Observations, Work Samples**

- Successful computer navigation
- Grade appropriate non-plagiarized notes

**Student Self-Assessment**

- Class responses
**Task Title:** Internet Research  
**Approximate Time Frame:** Five weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.4.A.1-5; B.1; C.1; E.1.4; F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

Students will identify factual websites; safely access the eBoard; and gather relevant research notes for PowerPoint unit.

What student products/performances will provide evidence of desired understandings?

- Computer performance
- Questions and answers
- Grade appropriate research topic notes

By what criteria will student products/performances be evaluated?

Teacher observation, computer and Internet performance, research notes

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Grades 5-6 – Internet Usage

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
Selected Response
Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Research Handout

What is the assessment’s purpose?
X Diagnostic  X Formative  Summative

Describe the assessments and state the prompts: Students will be able to show their understanding of safe Internet usage; website accuracy; and concise research grade appropriate notes without plagiarizing. Research will be conducted by individual students or groups of 2.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Internet usage</td>
<td>Safely use the Internet</td>
</tr>
<tr>
<td>How to determine website validity</td>
<td>Differentiate between websites</td>
</tr>
<tr>
<td>How to search a site for concise important facts</td>
<td>Research and take relevant concise notes without plagiarizing</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher instruction and modeling
2. Student oral response to specific questions
3. Open Internet Explorer and eBoard link
4. Ability to identify a valid website
5. Ability locate and navigate research topic websites
6. Following correct safety procedures while on Internet
7. Ability to determine relevant information from website
8. Ability to take grade concise appropriate notes without plagiarizing
9. Ability to copy/paste URL address for use during PowerPoint unit
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word for note taking

Other References:
Topic Research Handout

Web References: eBoard; research topic websites (to be determined)
Unit Title: PowerPoint Animation  
Grade Level: 5-6  

Subject/Topic Areas: Slideshow/Design/Transitions/Animations/Presentation Views  

Key Words: Effect options; timing; entrance; emphasis; exit; motion path; reorder  

Unit Designer/s: Curriculum Committee  
Time Frame: Ten weeks  

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

- 8.1.4.A.1,3,5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  
- 9.1.4.A.1-4,5; B.1; C.1; D.1; E.1-3; F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  

Brief Summary of Unit  

In this unit, students will create slideshows (individually or groups of 2) using the research data that was collected during the Internet unit. They will expand their knowledge of PowerPoint through the use of animation. This unit will conclude with student PowerPoint presentations to the class.
What overarching understandings are desired?

- How to enhance a PowerPoint slideshow
- How to use animation effects
- How to use transitions

What are the overarching “essential” questions?

- What changes can be made to a slideshow?
- How can the direction, entrance, emphasis, and exit be altered?
- How do can your slide transitions automatically advance, and have sound?

What will students understand as a result of this unit?

Students will understand:

- PowerPoint animation
- How to apply varying levels of animation effects
- How to order the animation effects
- How to have slides advance on click or automatically
- How to add sound

What “essential” and “unit” questions will focus this unit?

- How much animation should be used?
- Can animation effects be changed?
- Why should the order of your animation be accurate?
- When should you select automatic advancement?
- How much sound is just enough?
DETERMINE ACCEPTABLE EVIDENCE

Grades 5-6 – PowerPoint Animation

What evidence will show that students understand how to create a slideshow with animation?

Performance Tasks, Projects

- Teacher and teacher modeling
- Student oral response to specific questions
- Ability to enhance a PowerPoint slideshow
- Use of animation and animation effects
- Use of animation ordering for proper slide display
- Use of slide transitions
- Correct use of sound

Quizzes, Tests, Academic Prompts

- Checklists
- Teacher observations
- Student oral responses to discussion questions
- Creation of slideshow with animation

Unprompted Evidence, Observations, Work Samples

- Implementation of animation
- Implementation of transition
- Slideshow aesthetic appeal

Student Self-Assessment

- Class responses
**Task Title:** PowerPoint Animation  
**Approximate Time Frame:** Ten weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.4.A.1,3,5; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.4.A.1-4.5; B.1; C.1; D.1; E.1-3; F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

Student created slideshow presentations with animation and slide transitions will be a culmination of the research conducted during the Internet unit. Slideshows will be graded using a rubric.

**What student products/performances will provide evidence of desired understandings?**

- Slideshow creation  
- Questions and answers  
- Animation/transition requirements

**By what criteria will student products/performances be evaluated?**

- Teacher observation, slideshow creation with animation performance, rubric

**What type of scoring tools will be used for evaluation?**

- X Analytic Rubric  
- Holistic Rubric  
- X Criterion List  
- X Checklist
What other evidence will be collected during this unit?

**What will be assessed?**
- X Performance Skill
- X Understanding
- X List

**How will evidence be collected?**
- Quiz/Test
- X Teacher notes
- X Assignment

**What type of assessments will be used?**
- Selected Response
- Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Rubric

**What is the assessment’s purpose?**
- X Diagnostic
- X Formative
- Summative

Describe the assessments and state the prompts: Students will be able to show their expertise by the creation and animation of a PowerPoint presentation using their previously gathered Internet research. Content and creativity will be measured by rubric.

**What types of scoring tools will be used for evaluation?**
- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Animation types and effects
- How to order animations
- How to advance slides automatically
- How to add sound

Students will be able to …
- Animate PowerPoint presentations
- Order animations
- Run or loop PowerPoint automatically
- Use just enough sound

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher instruction and modeling
2. Student oral response to specific questions
3. Transfer research data into slideshow
4. Insert relevant graphics on slides (reformatting as necessary)
5. Create Websites Cited slide as final slide
6. Use design themes to change slide color on individual slides (slides can be uniform or vary in color); and contrast font where necessary (if not automatic)
7. Identify and explore PowerPoint Animation and Animation Effects
8. Identify and explore Transitions
9. Correct use of sound
10. Slideshow presentation
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft PowerPoint

Other References:
PowerPoint Research Handout
PowerPoint Guidelines/Rubric

Web References: Microsoft Clip Art; eBoard; research topic websites
Unit Title: Global Project  
Grade Level: 5-6

Subject/Topic Areas: Internet Safety/Global Web-based Project

Key Words: Safety; worldwide; secure; demographics; collaboration

Unit Designer/s: Curriculum Committee  
Time Frame: Six-ten weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- 8.1.4.A.5; C.1; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-5; B.1; C.1; E.4; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

Teacher will select grade level appropriate global project for classroom involvement. Students will engage in online discussion and interaction with the students from either the United States or a foreign country under monitored and secure websites for the chosen project.
IDENTIFY DESIRED RESULTS

Grades 5-6 – Global Project

What overarching understandings are desired?

- How to access safe online site
- How to engage with outside learners
- How to work collaboratively on global project

What will students understand as a result of this unit?

Students will understand:

- The importance of teacher direction for the project
- How the exchange between states or countries occurs
- How to understand perspectives of students from a different region

What are the overarching “essential” questions?

- How do I log on?
- What is acceptable dialog within the website chosen?
- How do we communicate?

What “essential” and “unit” questions will focus this unit?

- How will my teacher oversee this project?
- Do we instant message, email or video conference?
- What are the objectives in understanding global problems or issues?
What evidence will show that students understand how to safely engage in a global project?

Performance Tasks, Projects

- Teacher and teacher modeling
- Student oral response to specific questions
- Adherence to teacher guidelines and expectations
- Ability to interact with students from another state or country via email, instant messaging, or live video conferencing
- Ability to understand the perspectives of the global problem, issue, differences or comparisons

Quizzes, Tests, Academic Prompts

- Checklists
- Teacher observations
- Student oral responses to discussion questions
- Student global project understanding, involvement and completion

Unprompted Evidence, Observations, Work Samples

- Successful safe computer navigation
- Successful student exchange of information, views, ideas or solutions

Student Self-Assessment

- Class responses
Task Title: Global Project

Approximate Time Frame: Six-ten weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.4.A.5; C.1; D.1-3; E.1-2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- 9.1.4.A.1-5; B.1; C.1; E.4; F.1-3 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  Summative

Through what authentic performance task will students demonstrate understanding?

Students will access secure global interactive Internet site to actively participate in global learning project. Students will exhibit a clear understanding of teacher guidelines and expectations, project objectives, time constraints and etiquette.

What student products/performances will provide evidence of desired understandings?

- Project performance
- Questions and answers
- Interactive progress

By what criteria will student products/performances be evaluated?

Teacher observation; student adherence to guidelines, procedures, objectives, time constraints and Internet etiquette.

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
Selected Response
Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Global Project Handout

What is the assessment’s purpose?
X Diagnostic  X Formative  Summative

Describe the assessments and state the prompts: Students will be able to show their understanding of global project by adhering to teacher mandated guidelines, objectives and direction. Students will engage in productive and meaningful exchange of discussions, ideas, and/or solutions with learners from another state or country.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
X Criterion List
X Checklist
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Project objectives and expectations
- Regional background information
- How to interact with outside learners

Students will be able to …
- Safely participate in the global project
- Have some knowledge of the selected geographical region
- Work collaboratively with outside learners

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Teacher generated global project handout with clear and concise guidelines, objectives and rules
2. Teacher modeling
3. Student oral response to specific questions
4. Brief overview of the geographic region and demographics
5. Adherence to teacher guidelines and expectations
6. Ability to interact with students from another state or country
7. Ability to understand the perspectives of the global problem, issue, differences or comparisons
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word (for saving information)

Other References:
Global Project Handout

Web References: http://www.factmonster.com/
(for background demographics)
http://www.globalschoolnet.org/index.cfm
(global project to be determined)
UNIT

Grades 7-8 Operating System/Word Processing

COVER

PAGE

Unit Title: Operating System/Word Processing
Grade Level: 7-8

Subject/Topic Areas: Files/Folders/Shortcuts/Letters/Newsletters/Merge/Proofing/Newsletter/

Key Words: Merge; Thesaurus; Word Count; Retrieve; Flash drives

Unit Designer/s: Curriculum Committee
Time Frame: Five weeks

School District: Eatontown Public Schools
School: Memorial

Link to Content Standards/Interdisciplinary Standards

- 8.1.8.A.1,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge
- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 9.1.A.1,4 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this Operating System/Word Processing Unit of Technology Literacy students will review and learn advanced features of operating system and word processing skills to improve the quality of their writing assignments across the curricula. Students will learn to merge documents and use network resources to store and retrieve data.
IDENTIFY DESIRED RESULTS

Operating System/Word Processing

What overarching understandings are desired?

- Create/organize file folders
- Create shortcuts
- Create documents with advanced formatting and graphics
- Merge documents

What are the overarching “essential” questions?

- Can you create/organize file folders to save/retrieve work?
- Can you create shortcuts to save time?
- Are you able to create documents with advanced formatting and graphics?
- Can you merge documents to save time?

What will students understand as a result of this unit?

Students will understand:

- Creating/organizing file folders
- Creating shortcuts
- Creating documents with cutting/pasting and resizing graphics, WordArt
- Creating bullets, numbering, borders
- Merging documents

What “essential” and “unit” questions will focus this unit?

- Are you able to create/organize file folders?
- Are you able to create shortcuts?
- Can you format writing by cut/paste and paste/resize graphics, WordArt?
- Are you able to create bullets, number, and add borders?
- Are you able to merge documents?
DETERMINE ACCEPTABLE EVIDENCE

Operating System/Word Processing

What evidence will show that students understand the computer operating system and appropriate use of advanced word processing features to create curriculum related projects?

Performance Tasks, Projects

- Teacher generated handouts
- Comprehension sheets
- Oral presentations to explain steps for creation of professional documents
- Essays, Poems
- Business Letters
- Flyers/Posters
- Newsletters

Quizzes, Tests, Academic Prompts

- ActivBoard review lessons: fill in blanks; correct copy; highlight answers
- Rubrics
- Checklists
- Teacher observations
- Teacher generated pre-tests and post-tests

Unprompted Evidence, Observations, Work Samples

- Peer feedback
- Printouts for NJTAP-IN Portfolio
- Classroom Participation

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Word Processing Documents  

Approximate Time Frame: Five weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.8.A.1,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge
- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 9.1.A.1,4 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  

X Formative  

X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create word processing documents. The students will proof, save, and print copies to be saved in their NJTAP-IN portfolio.

What student products/performances will provide evidence of desired understandings?

- Student created project
- Question and Answer
- Oral presentation

By what criteria will student products/performances be evaluated?

- Teacher observation, checklist, peer evaluation, self-assessment

What type of scoring tools will be used for evaluation?

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist

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BLUEPRINT FOR OTHER EVIDENCE

Operating System/Word Processing

What other evidence will be collected during this unit?

What will be assessed?
- X Performance Skill
- X Understanding
- X List

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: ActivBoard review

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: The students will be able to respond to teacher created materials, published materials, oral response questions and discussions applicable to each theme. Utilize technology in their assignments/projects. Create and share documents. Students will be able to identify word processing and network saving features. Finally, they will expand their word processing skills.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Technology vocabulary
- Word processing features
- Network saving steps

Students will be able to …
- Communicate using technology vocabulary
- Describe/use word processing features
- Follow steps for saving/retrieving documents on network

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Identify/locate/use word processing features
2. Identify/locate/use network saving/retrieving steps
3. Discuss appropriate use of digital tools
4. Team-teaching: computer teacher/special subject teachers review curriculum material for project; review project rubric
5. Students create curriculum based word processing projects
6. Proof documents using rubrics
7. Print documents
8. Display documents
## SUPPLEMENTAL RESOURCES

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>N/A</td>
</tr>
<tr>
<td>Suggested Student Reading</td>
<td>N/A</td>
</tr>
<tr>
<td>Manuals</td>
<td>N/A</td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

UNIT

COVER

PAGE

Grades 7-8
Database

Unit Title: Database

Subject/Topic Areas: Database/ Fields/Input data/Record/ Sort/Query

Key Words: Fields, populate fields, layout, data, sort, layout, body, browse, page view, query

Unit Designer/s: Curriculum Committee

Time Frame: Two weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

- 8.1.8.A.2,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge
- 9.1.A.1,4 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The students will learn the features of using a database. Students will be able to use a database to organize, display, and print curriculum information.
What overarching understandings are desired?

- Create/use simple database
- Define fields
- Input data
- Produce a report using sort/query

What will students understand as a result of this unit?

- Planning and creating a simple database
- Defining fields
- Inputting data
- Producing a report using sort/query

What are the overarching “essential” questions?

- Can you create/use a simple database?
- Can you define fields?
- Can you input data?
- Can you produce a report using sort/query?

What “essential” and “unit” questions will focus this unit?

- Are you able to plan and create a simple database for a curriculum assignment?
- Are you able to define fields?
- Are you able to input curriculum based data?
- Are you able to produce a curriculum based report using sort/query?
What evidence will show that students understand and are able to use the features of a database?

**Performance Tasks, Projects**

- Teacher generated handouts
- Comprehension sheets
- Oral Presentations
- Define fields
- Input data
- Produce a project using sort/query

**Quizzes, Tests, Academic Prompts**

- Vocabulary quizzes
- Rubrics
- Checklists
- Teacher observations
- ActivBoard: hands-on practice/database

**Unprompted Evidence, Observations, Work Samples**

- Peer feedback
- Classroom Participation
- NJTAP-IN Portfolio database sample document

**Student Self-Assessment**

- Checklists
- Rubrics
**PERFORMANCE TASK BLUEPRINT**

**Task Title:** Trip Thank You Letters/chaperones  **Approximate Time Frame:** One week

**What desired understanding/content standards will be assessed through this task?**

- 8.1.8.A.2,5 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge
- 9.1.A.1.4 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  X Formative  X Summative

**Through what authentic performance task will students demonstrate understanding?**

The students will write thank you letters to chaperones for making time to go on a class trip. They will use a database to personalize the same letter for a few chaperones.

**What student products/performances will provide evidence of desired understandings?**

Question and answers  Student created projects  Oral presentation

**By what criteria will student products/performances be evaluated?**

Informal teacher observation, holistic scoring, peer evaluation, self-assessment.

**What type of scoring tools will be used for evaluation?**

X Analytic Rubric  X Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- Performance Skill
- Understanding
- List

How will evidence be collected?
- Quiz/Test
- Teacher notes
- Assignment

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- Observation
- Work Sample
- Other: ActivBoard review

What is the assessment’s purpose?
- Diagnostic
- Formative
- Summative

Describe the assessments and state the prompts: The students will be able to respond to teacher created materials, published materials, oral response questions and discussions applicable to each theme. Utilize technology in their assignments/projects. Create and share thank you letters. Finally, they will expand their database use to their instructional level.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Criterion List
- Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Database vocabulary
- Features of database
- Appropriate use of operations and related applications

Students will be able to …
- Communicate using database vocabulary
- Describe/use database features
- Use technology and digital tools

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Review letter writing format
2. Review database features: identify/locate/use database features
3. Compose and write thank you letter using word processing
4. Use database input data and print same letter, personalized, to different chaperones
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Office (Word and Access)

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: http://www.k12.hi.us/~tethree/01-02/tutorials/db/home3.html
Unit Title: Multimedia Presentation  
Grade Level: 7-8

Subject/Topic Areas: Master Slide/Animation/Sound

Key Words: Master Slide; Images; Design; Transitions; slide sorter view, print options - handouts

Unit Designer/s: Curriculum Committee  
Time Frame: Four weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

- 8.1.8.A.3,D.2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- W.8.3 a-d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 9.1.8.F.2-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The students will learn to create powerful PowerPoint curriculum projects. The students will explore the features of PowerPoint. The students will develop a concise, powerful style of writing in their PowerPoints to share curriculum material.
### Identify Desired Results

#### Multimedia Presentation

**What overarching understandings are desired?**

- Create a multimedia presentation.
- Use phrases – no sentences.
- Include sounds and images.
- Give credit for graphics on Works Cited slide – MLA style.
- Proof for spelling, usage, clarity, and fluency.

**What are the overarching “essential” questions?**

- Can you create a PowerPoint multimedia project?
- Can you use concise phrases – no sentences?
- Can you use curriculum subject appropriate sounds and graphics?
- Can you properly create a Works Cited slide?
- Can you proof for spelling, usage, clarity, and fluency?

#### What will students understand as a result of this unit?

**Students will understand:**

- Creating a multimedia presentation.
- Using phrases – no sentences.
- Including sounds and images.
- Giving credit for graphics on Works Cited slide – MLA style.
- Proofing for spelling, usage, clarity, and fluency.

#### What “essential” and “unit” questions will focus this unit?

- Are you able to create a powerful PowerPoint curriculum multimedia presentation?
- Are you able to use concise phrases – no sentences?
- Are you able to include curriculum subject appropriate sounds and properly formatted images?
- Are you able to document graphic sources on Works Cited slide – MLA style?
- Are you able to carefully proof for spelling, usage, clarity, and fluency?
What evidence will show that students understand how to create a curriculum based PowerPoint that presents information in a dynamic, interesting well planned and designed format?

Performance Tasks, Projects

- Teacher generated handouts
- Comprehension sheets
- Powerful PowerPoints
- Oral Presentations
- ActivBoard: hands-on explanations of PowerPoint features

Quizzes, Tests, Academic Prompts

- Rubrics
- Checklists
- Teacher observations

Unprompted Evidence, Observations, Work Samples

- Peer feedback
- Samples for NJTAP-IN student portfolio
- Classroom participation
- Works Cited slide

Student Self-Assessment

- Checklists
- Rubrics
**Task Title:** Curriculum Based PowerPoint  
**Approximate Time Frame:** Four weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.8.A.3,D.2 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- W.8.3 a-d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 9.1.8.F.2-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

The students will create curriculum based PowerPoints using subject appropriate sounds, images, design templates, color schemes, animation schemes, slide transitions and concise, powerful phrases.

**What student products/performances will provide evidence of desired understandings?**

- Question and answers, Partner interviews
- Student created projects
- Oral presentation

**By what criteria will student products/performances be evaluated?**

Informal teacher observation, holistic scoring, peer evaluation, self-assessment.

**What type of scoring tools will be used for evaluation?**

X Analytic Rubric  
X Holistic Rubric  
X Criterion List  
X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- Performance Skill
- Understanding
- List

How will evidence be collected?
- Quiz/Test
- Teacher notes
- Assignment

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- Observation
- Work Sample
- Other: ActivBoard demonstration of PowerPoint features

What is the assessment’s purpose?
- Diagnostic
- Formative
- Summative

Describe the assessments and state the prompts: The students will be able to respond to teacher created materials, published materials, oral response questions and discussions applicable to each theme. Utilize technology in their assignments/projects. Design and share powerful PowerPoints. Finally, they will expand their PowerPoint skills according to their instructional level.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Criterion List
- Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- PowerPoint vocabulary
- Features of PowerPoint
- Curriculum material

Students will be able to …
- Navigate through the proper steps to create a powerful PowerPoint
- Understand and use PowerPoint features
- Present curriculum material in a concise, interesting, powerful format

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Review PowerPoint features: identify, locate/use PowerPoint features
2. Use Master Slide to set up PowerPoint format for all slides
3. Input text first on all slides
4. Add subject appropriate curriculum based graphics and sounds
5. Cite resources on Works Cited slide
6. Add appropriate slide transitions, animations, slide design
7. Proof completed PowerPoint for spelling, usage, clarity, and fluency.
8. Present, not read, PowerPoint
SUPPLEMENTAL RESOURCES

Books: Maran Illustrated Office 2003 – Thomson; Microsoft Office 2003 Basics - Thomson

Suggested Student Reading: N/A

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft PowerPoint

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: http://owl.english.purdue.edu/owl/resource/747/01/
Unit Title: Spreadsheet  
Grade Level: 7-8

Subject/Topic Areas: Generate a spreadsheet to calculate, graph and present information.

Key Words: Spreadsheet; active cell; cell; column; row; worksheet tabs

Unit Designer/s: Curriculum Committee  
Time Frame: Four weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

- 8.1.8.A.4, E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- 9.1.8.F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

In this unit of Spreadsheet, students will gather information and generate a spreadsheet to calculate, graph, and present this curriculum related information.
What overarching understandings are desired?

- Gather curriculum related information
- Calculate information
- Graph information
- Present information

What are the overarching “essential” questions?

- Are you able to gather curriculum related information?
- Are you able to calculate information?
- Are you able to graph information?
- Are you able to present information?

What will students understand as a result of this unit?

Students will understand:
- Gathering curriculum related information
- Calculating information
- Graphing information
- Presenting information

What “essential” and “unit” questions will focus this unit?

- Are you able to gather curriculum related information for a spreadsheet?
- Are you able to calculate information on spreadsheets?
- Are you able to graph information and interpret results?
- Are you able to present information interpreting results?
What evidence will show that students understand entering data on a spreadsheet, generating graphs, and interpreting results?

Performance Tasks, Projects

- Teacher generated handouts
- Comprehension sheets
- Spreadsheets, Graphs
- Oral Presentations

Quizzes, Tests, Academic Prompts

- Rubrics
- Checklists
- Teacher observations
- ActivBoard demonstration of spreadsheet features

Unprompted Evidence, Observations, Work Samples

- Peer feedback
- Printouts for NJTAP-IN portfolio
- Classroom Participation
- Partner dialogue

Student Self-Assessment

- Checklists
- Rubrics
**PERFORMANCE TASK BLUEPRINT**

**Task Title:** Spreadsheet  
**Approximate Time Frame:** Four weeks

**What desired understanding/content standards will be assessed through this task?**

- 8.1.8.A.4, E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- 9.1.8.F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will gather curriculum related data. They will generate a spreadsheet to calculate, graph, and present curriculum related information. They will share their information.

**What student products/performances will provide evidence of desired understandings?**

- Student created project
- Written description
- Oral presentation

**By what criteria will student products/performances be evaluated?**

- Teacher observation, checklist, holistic scoring, peer evaluation, self-assessment

**What type of scoring tools will be used for evaluation?**

- X Analytic Rubric  
- X Holistic Rubric  
- X Criterion List  
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Spreadsheet

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  X Understanding  X List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: ActivBoard demonstrations of spreadsheet creation

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts: The students will be able to respond to teacher created materials, published materials, oral response questions and discussions applicable to each theme. Utilize technology in their assignments/projects. Create and share spreadsheets. Finally, they will expand their spreadsheet skills according to their instructional level.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Spreadsheet vocabulary
- Spreadsheet features
- Steps to input, calculate, display, and interpret data on a spreadsheet

Students will be able to …
- Use spreadsheet vocabulary
- Use spreadsheet features
- Understand and use steps to input, calculate, display, and interpret data on a spreadsheet

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Review: online site: School Excel Safari
2. Review/hands-on practice of spreadsheet features: identify, locate, use spreadsheet features using computers/ActivBoard
3. Review curriculum information for spreadsheet
4. Create spreadsheets
5. Share spreadsheets
6. Print spreadsheets for NJTAP-IN portfolio
SUPPLEMENTAL RESOURCES

Books: N/A

Suggested Student Reading: N/A

Manuals: N/A
## SUPPLEMENTAL RESOURCES

### Computer Software: Microsoft Excel

### Other References:
- Understanding by Design, McTigh & Wiggins 1999
- Washington Public Schools

### Web References:  [http://library.thinkquest.org/J0110054/](http://library.thinkquest.org/J0110054/)
**Unit Title:** Internet Research

**Grade Level:** 7-8

**Subject/Topic Areas:** Internet Research, Research Tools; MLA Style; Internet Safety

**Key Words:** Search engines; synthesize; cyber safety/ bullying/security/ethics; Moodle; videoconferencing

**Unit Designer/s:** Curriculum Committee

**Time Frame:** Four weeks

**School District:** Eatontown Public Schools

**School:** Memorial

**Link to Content Standards/Interdisciplinary Standards**

- 8.1.8.A.5, C.1, D.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.8.A.1-4; B.1-2; C.1; E.1-4; F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Brief Summary of Unit**

The students will safely explore the Internet to learn how to use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. Students, working on a curriculum project, will go online to communicate with students in other countries, using safe solutions, like Moodle password protected sites and digital storytelling.
## IDENTIFY DESIRED RESULTS

### Internet Research

**What overarching understandings are desired?**

- Conduct curriculum based Internet research
- Use digital research tools
- Use MLA style Works Cited formats
- Use safe-reliable search engines
- Access, manage, evaluate and synthesize information
- Use cyber safety, cyber security, cyber ethics
- Avoid cyber bullying

**What are the overarching “essential” questions?**

- Can you conduct curriculum based Internet research?
- Can you use digital research tools?
- Can you use MLA style Works Cited formats?
- Can you use safe-reliable search engines?
- Can you access, manage, evaluate and synthesize information?
- Can you use cyber safety, cyber security, and cyber ethics?
- Can you avoid cyber bullying?

### What will students understand as a result of this unit?

- Conducting curriculum based Internet research using digital research tools
- Using of MLA style Works Cited formats
- Using safe-reliable search engines for accessing, managing, evaluating and synthesizing information
- Using cyber safety, cyber security, cyber ethics
- Avoiding cyber bullying

### What “essential” and “unit” questions will focus this unit?

- Are you able to conduct curriculum based Internet research using digital research tools?
- Are you able to give credit using MLA style Works Cited formats?
- Are you able to use safe-reliable search engines to access, manage, evaluate and synthesize information?
- Are you able to use cyber safety, cyber security, and cyber ethics, and avoid cyber bullying?
What evidence will show that students understand how to conduct safe, efficient Internet research?

Performance Tasks, Projects

- Teacher generated handouts
- Comprehension sheets
- Oral Presentations
- MLA format documentation of research
- Curriculum projects (PowerPoints, reports, spreadsheets, Moodle sites, videoconferencing, podcasting) sharing Internet research, digital storytelling

Quizzes, Tests, Academic Prompts

- Vocabulary quizzes
- Rubrics
- Checklists
- Teacher observations
- Teacher generated tests

Unprompted Evidence, Observations, Work Samples

- Peer feedback
- Printouts for NJTAP-IN portfolios
- Classroom Participation

Student Self-Assessment

- Checklists
- Rubrics
Task Title: Internet Research  
Approximate Time Frame: Four weeks

What desired understanding/content standards will be assessed through this task?

- 8.1.8.A.5, C.1, D.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1.8.A.1-4; B.1-2; C.1; E.1-4; F.1-3 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

The students will conduct research on the Internet for a curriculum project. Innovative Internet research will include videoconferencing, digital storytelling, and podcasting. The students will share their research with the class.

What student products/performances will provide evidence of desired understandings?

- Question and answers
- Student created projects
- Oral presentation

By what criteria will student products/performances be evaluated?

Informal teacher observation, holistic scoring, peer evaluation, self-assessment.

What type of scoring tools will be used for evaluation?

X Analytic Rubric  X Holistic Rubric  X Criterion List  X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Internet Research**

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th>X Performance Skill</th>
<th>X Understanding</th>
<th>X List</th>
</tr>
</thead>
</table>

How will evidence be collected?

<table>
<thead>
<tr>
<th>X Quiz/Test</th>
<th>X Teacher notes</th>
<th>X Assignment</th>
</tr>
</thead>
</table>

What type of assessments will be used?

<table>
<thead>
<tr>
<th>X Selected Response</th>
<th>X Academic Response</th>
<th>X Brief Constructed Responses</th>
<th>X Observation</th>
<th>X Work Sample</th>
<th>X Other: Explore Internet sites using the ActivBoard’s highlighting tools</th>
</tr>
</thead>
</table>

What is the assessment’s purpose?

<table>
<thead>
<tr>
<th>X Diagnostic</th>
<th>X Formative</th>
<th>X Summative</th>
</tr>
</thead>
</table>

Describe the assessments and state the prompts: The students will be able to respond to teacher created materials, published materials, videoconferences, podcasts, digital storytelling, oral response questions and discussions applicable to each theme. Utilize technology in their assignments/projects. Create and share research with the class. Students will research curriculum related Internet sites. Finally, they will expand their Internet research skills according to their instructional level.

What types of scoring tools will be used for evaluation?

<table>
<thead>
<tr>
<th>X Analytic Rubric</th>
<th>X Holistic Rubric</th>
<th>X Criterion List</th>
<th>X Checklist</th>
<th>X Answer Key</th>
</tr>
</thead>
</table>
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research techniques vocabulary</td>
<td>• Use a variety of research techniques</td>
</tr>
<tr>
<td>• Safe search engines</td>
<td>• Choose and use safe search engines</td>
</tr>
<tr>
<td>• Steps to access eBoard sites; Moodle sites; videoconference; podcast and create digital stories</td>
<td>• Follow steps to access eBoard sites; Moodle sites; videoconference; podcast and create digital stories</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Review and practice Internet research skills: identify, locate, and use Internet features
2. Research curriculum topics using computers
3. Research curriculum topics using videoconferences
4. Post research online in password protected Moodle sites; podcasts
5. Use MLA style Works Cited page to give proper credit for research
6. Print research notes/projects for NJTAP-IN portfolios
## SUPPLEMENTAL RESOURCES

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>N/A</td>
</tr>
<tr>
<td>Suggested Student Reading</td>
<td>N/A</td>
</tr>
<tr>
<td>Manuals</td>
<td>N/A</td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Office (PowerPoint, Word)

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  http://moodle.org/
http://www.globalschoolnet.org/index.cfm