

Brick Township Public Schools Technology CURRICULUM

6-8

Aligned to the NJ CCS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**BRICK TOWNSHIP PUBLIC SCHOOLS
TECHNOLOGY CURRICULUM**

Content Area: Technology

Course Title: Technology

Grade Level: 6-8

Unit	Timeframe
Application	3-5 Weeks
Global Issues	1 Week
Digital Citizenship	1 Week
Coding/Programing	3-5 Weeks
PARCC	On Going

Date Created:

August 15, 2017

Board Approved on:

Board Approved Date: September 14, 2017

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BRICK TOWNSHIP PUBLIC SCHOOLS TECHNOLOGY: APPLICATION

Content Area: Technology

Unit Title: Application

Target Course/Grade Level: 6-8

Unit Summary

- Create a professional document: word processing program, create a simple database, multimedia presentation, and spreadsheet.
- Select appropriate tool and digital resource to accomplish a variety of tasks and to solve problems.

Primary interdisciplinary connections:

- Language Arts
- Mathematics

21st Century Themes:

- Problem Solving
- Creativity
- Collaboration
- Communication
- Ethics, Actions, Accountability
- Career Readiness

Technology connections:

- Daily use of computers projectors and all other equipment within the technology lab.

Learning Targets

Content Standards

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.

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8.1.8.A.3	Create a multimedia presentation including sound and images.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
9.3.12.AC-DES.2	Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What skills do I need to learn to be a 21st century learner/student? How can I transfer what I know to new technological situations/experiences? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Selection of technology should be based on personal and /or career needs assessment. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. • 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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	<ul style="list-style-type: none">● 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.● 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results● 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.● 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.● 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.● 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).● 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
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Evidence of Learning

Formative Assessments

- Pre-Assessments
- Post-Assessments
- Teacher observations
- Questioning
- Tests and Quizzes
- Presentation
- Portfolios
- Performance tasks and projects
- Self-evaluation
- Class Discussions

Summative Assessments

- Showcase
- Any of the above formative assessment upon end of unit

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiation and Modification to each assignment
- More time
- Use of visuals
- Introduce key vocabulary prior lesson
- Teacher reads aloud
- Text to Speech
- Accessibility Settings (e.g. Enlarged font sizes, Invert Colors, Subtitles and Captioning)
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Provide enrichment exploration - can settings be altered to more challenging levels (e.g. keyboarding practice)
- Follow all IEP modifications/504 plan
 - Take all IEPs into consideration when incorporating modifications

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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- Computer Software
- Computer-based labs
- Interactive Whiteboards
- Internet Resources

Teacher Notes:

**BRICK TOWNSHIP PUBLIC SCHOOLS
TECHNOLOGY: GLOBAL ISSUES**

Content Area: Technology

Unit Title: Global Issues

Target Course/Grade Level: 6-8

Unit Summary

This unit will have the students develop understanding the interconnectedness and depth of global issues.

Primary interdisciplinary connections:

- Language Arts
- Mathematics
- Social Studies
- Science

21st Century Themes:

- Problem Solving
- Creativity
- Collaboration
- Communication
- Ethics, Actions, Accountability

Technology connections:

- Daily use of computers, projectors and all other equipment within the technology lab.

Learning Targets

Content Standards

- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

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- Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- Effective use of digital tools assists in gathering and managing information.
- Information accessed through the use of digital tools assists in generating solutions and making decisions.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).
8.1.8.C.1	Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.E.1	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
8.1.8.F.1	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.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
9.3.12.AC-DES.2	Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

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9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What skills do I need to learn to be a 21st century learner/student? • How can I transfer what I know to new technological situations/experiences? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Selection of technology should be based on personal and /or career needs assessment. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • Technology products and systems impact every aspect of the world in which we live. • Digital tools facilitate local and global communication and collaboration in designing products and systems. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. • 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. • 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. • 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. • 9.2.8.B.4 Evaluate how traditional and nontraditional

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	<p>careers have evolved regionally, nationally, and globally</p> <ul style="list-style-type: none">● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.● 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.● 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).● 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
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Evidence of Learning

Formative Assessments

- Pre-Assessments
- Post-Assessments
- Teacher observations
- Questioning
- Tests and Quizzes
- Presentation
- Portfolios
- Performance tasks and projects
- Self-evaluation
- Class Discussions

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Summative Assessments

- Showcase
- Any of the above formative assessment upon end of unit

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiation and Modification to each assignment
- More time
- Use of visuals
- Introduce key vocabulary prior lesson
- Teacher reads aloud
- Text to Speech
- Accessibility Settings (e.g. Enlarged font sizes, Invert Colors, Subtitles and Captioning)
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Provide enrichment exploration - can settings be altered to more challenging levels (e.g. keyboarding practice)
- Follow all IEP modifications/504 plan
 - Take all IEPs into consideration when incorporating modifications

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Computer Software
- Computer-based labs
- Interactive Whiteboards
- Internet Resources

Teacher Notes:

**BRICK TOWNSHIP PUBLIC SCHOOLS
TECHNOLOGY: DIGITAL CITIZENSHIP**

Content Area: Technology

Unit Title: Digital Citizenship

Target Course/Grade Level: 6-8

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Unit Summary

This unit will establish guidelines for proper online behavior to foster good digital citizenship in the 21st Century.

Primary interdisciplinary connections:

- Language Arts
- Social Studies
- Science

21st Century Themes:

- Problem Solving
- Creativity
- Collaboration
- Communication
- Ethics, Actions, Accountability

Technology connections:

- Daily use of computers, projectors and all other equipment within the technology lab.

Learning Targets

Content Standards

- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
9.3.12.AC-DES.2	Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

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9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What skills do I need to learn to be a 21st century learner/student? • How can I transfer what I know to new technological situations/experiences? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Selection of technology should be based on personal and /or career needs assessment. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Proper online behavior as a 21st Century digital citizen. • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.D.2 Summarize the application of fair use and Creative Commons guidelines. • 8.1.8.D.3 Demonstrate how information on a controversial issue may be biased. • 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. • 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally • 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

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	<ul style="list-style-type: none">● 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.● 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).● 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
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Evidence of Learning

Formative Assessments

- Pre-Assessments
- Post-Assessments
- Teacher observations
- Questioning
- Tests and Quizzes
- Presentation
- Portfolios
- Performance tasks and projects
- Self-evaluation
- Class Discussions

Summative Assessments

- Showcase
- Any of the above formative assessment upon end of unit

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiation and Modification to each assignment

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- More time
- Use of visuals
- Introduce key vocabulary prior lesson
- Teacher reads aloud
- Text to Speech
- Accessibility Settings (e.g. Enlarged font sizes, Invert Colors, Subtitles and Captioning)
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Provide enrichment exploration - can settings be altered to more challenging levels (e.g. keyboarding practice)
- Follow all IEP modifications/504 plan
 - Take all IEPs into consideration when incorporating modifications

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Computer Software
- Computer-based labs
- Interactive Whiteboards
- Internet Resources

Teacher Notes:

BRICK TOWNSHIP PUBLIC SCHOOLS

TECHNOLOGY: CS Discoveries

Content Area: Technology

Unit Title: CS Discoveries CODE.org

Target Course/Grade Level: 6-8

Unit Summary

This unit will provide understanding of basic principles, concepts, and terminology used in computer programming.

Primary interdisciplinary connections:

-Language Arts

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- Mathematics
- Science
- Visual Arts

21st Century Themes:

- Problem Solving
- Creativity
- Collaboration
- Communication
- Ethics, Actions, Accountability

Technology connections:

- Daily use of computers, projectors and all other equipment within the technology lab.

Learning Targets

Content Standards

- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.E.1	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
9.3.12.AC-DES.2	Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

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9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is a computer program? • What are the core features of most programming languages? • How does programming enable creativity and individual expression? • What practices and strategies will help me as I write programs? • How do software developers manage complexity and scale? • How can programs be organized so that common problems only need to be solved once? • How can I build on previous solutions to create even more complex behavior? • What skills do I need to learn to be a 21st century learner/student? • How can I transfer what I know to new technological situations/experiences? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Selection of technology should be based on personal and /or career needs assessment. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • After covering the basics of HTML, students dive into improving their websites with CSS. They learn to use colors, fonts and margins to create a unique style of their own design. At the end of the chapter students publish a personal portfolio website that demonstrates use of HTML for content and CSS for a personalized. • Students combine the constructs that they learned in the first chapter to program more complex movement and collisions in their sprites. As they create more complex 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 8.1.8.E.1 Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

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<p>programs, they begin to use functions to organize their code. In the end, students use a design process to create an original game.</p>	<ul style="list-style-type: none">● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.● 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.● 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.● 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).● 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
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BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

- Formative Assessments**
- Pre-Assessments
 - Post-Assessments
 - Teacher observations
 - Questioning
 - Tests and Quizzes

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- Presentation
- Portfolios
- Performance tasks and projects
- Self-evaluation
- Class Discussions

Summative Assessments

- Showcase
- Any of the above formative assessment upon end of unit

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiation and Modification to each assignment
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- Accessibility Settings (e.g. Enlarged font sizes, Invert Colors, Subtitles and Captioning)
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Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Computer Software
- Computer-based labs
- Interactive Whiteboards
- Internet Resources

Teacher Notes:

**BRICK TOWNSHIP PUBLIC SCHOOLS
TECHNOLOGY: PARCC**

Content Area: Technology

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Unit Title: PARCC	
Target Course/Grade Level: 6-8	
Unit Summary In this unit students will enhance their keyboarding and mouse skills to facilitate their testing experience. Within other units students will master the fundamentals, as well as higher order thinking skills, critical thinking, problem solving, and analyzing sources.	
Primary interdisciplinary connections: -Language Arts -Mathematics -Science	
21st Century Themes: -Problem Solving -Creativity -Collaboration -Communication -Ethics, Actions, Accountability	
Technology connections: -Daily use of computers, projectors and all other equipment within the technology lab.	
Learning Targets	
Content Standards <ul style="list-style-type: none">• Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.• The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	
CONTENT STANDARDS LINK:	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

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9.3.12.AC-DES.2	Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What skills do I need to learn to be a 21st century learner/student? • How can I transfer what I know to new technological situations/experiences? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Selection of technology should be based on personal and /or career needs assessment. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Proper online behavior as a 21st Century digital citizen. • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. • Effective use of digital tools assists in gathering and managing information. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. • 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. • 9.2.8.B.4 Evaluate how traditional and nontraditional

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	<p>careers have evolved regionally, nationally, and globally</p> <ul style="list-style-type: none">● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.● 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.● 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).● 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.● 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.● 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
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BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments

- Pre-Assessments
- Post-Assessments
- Teacher observations
- Questioning
- Tests and Quizzes
- Presentation
- Portfolios
- Performance tasks and projects
- Self-evaluation
- Class Discussions

Summative Assessments

- Showcase
- Any of the above formative assessment upon end of unit

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Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiation and Modification to each assignment
- More time
- Use of visuals
- Introduce key vocabulary prior lesson
- Teacher reads aloud
- Text to Speech
- Accessibility Settings (e.g. Enlarged font sizes, Invert Colors, Subtitles and Captioning)
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Provide enrichment exploration - can settings be altered to more challenging levels (e.g. keyboarding practice)
- Follow all IEP modifications/504 plan
- Take all IEPs into consideration when incorporating modifications

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Computer Software
- Computer-Based Labs
- Interactive Whiteboards
- Internet Resources

Teacher Notes: