Washington Township Public Schools
COURSE OF STUDY – CURRICULUM GUIDE

Course: _____ Computer Literacy- Grade 5 _____

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Under the Direction of: ___ Steve Whalen _____

Description:

Mission Statement: The mission of the elementary computer education program is to empower students to become life-long learners and effective users of information, ideas, and 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 across the curriculum.

Goals & Expectations:

Grade 5: Building on grade 4 goals and expectations, students are introduced to using developmentally appropriate digital resources to solve problems individually and collaboratively. Keyboarding Software, Word Processing Software, Drawing Software, and online resources will be used to solve problems individually and collaboratively. Students will also be introduced to cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

Jack McGee: *Assistant Superintendent for Curriculum & Instruction*
Gretchen Gerber: *Director of Elementary Education*

Written: 2014 _____
Revised: _____
BOE Approval: _____

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Computer Literacy- Grade 5

I.   **CLASSWORK REQUIREMENTS**

    A.   Remain on Task

    B.   Demonstrate respect for and understanding of technology and equipment

    C.   Understand Basic Computer Vocabulary

    D.   Demonstrate Lesson Objectives

II.   **ATTITUDE & BEHAVIOR**

    A.   Maintain the proper attitude and behavior to be a successful learner.

III.   **COURSE OBJECTIVES/OVERVIEW**

    A.   COURSE CONTENT

    B.   SKILLS

    C.   APPRECIATION OF CONCEPTS

IV.   **ATTENDANCE**

Attendance: Refer to Board of Education Policy

V.   **GRADING PROCEDURES**

    A.   Teacher observation

    B.   Performance Assessment

    C.   Class Participation

MAJOR UNITS OF STUDY

Course Title: Computer Literacy- Grade 5

I.   **Computer Basics:** Reinforce knowledge of parts of a computer, peripherals and proper operating techniques.

II.   **Keyboarding:** Continue to develop proficiency with the keyboard, special functions of keys common to all computers, and proper keyboarding techniques in order to use the computer efficiently.

III.   **Word Processing/Multimedia/Spreadsheets:** Build upon knowledge of word processing programs to enhance the writing process, including presentation tools and simple spreadsheet development.

IV.   **Internet Use and Research/Cyber Safety:** Use the internet efficiently, effectively, ethically, and safely.

SCOPE & SEQUENCE

Grade 5

1. Computer Basics
    a. Identify parts of a computer (hardware & software)
    b. Open folders and applications
    c. Use of 'save' and 'save as'
    d. Basic troubleshooting
    e. Logging on and off of the computer
    f. Distinguish between local and network drives
    g. Use of the Help Menu

2. Keyboarding
    a. Increase proficiency with key location, space bar, enter/return, shift keys, backspace, and delete
    b. Use proper home row finger placement and type without looking at the keyboard
    c. Efficiently use the home row keys
    d. Use proper keyboarding posture and techniques
    e. Increase speed and accuracy

3. Word Processing/Multimedia/Spreadsheets
    a. Use 'enter' key to create a new line
    b. Type simple paragraphs
    c. Use keyboard shortcuts and copy/cut/paste functions
    d. Use 'undo' and 'redo'
    e. Know and use various text features such as borders, bullets/numbering
    f. Format font, justification/alignment
    g. Page Orientation and Set up; Insert header and footer
    h. Insert and format clip art, word art and photos from a variety of sources
    i. Create audio recordings of stories, poems
    j. Use drawing tools
    k. In Presentations, use animations, transitions, sounds, slide design
    l. Create a simple spreadsheet

4. Internet Use and Research/CyberSafety
    a. Click on web browser icon to access internet
    b. Click on a hyperlink to open a webpage
    c. Awareness of cyber safety (password protection, private information, advertisements, etc.)
    d. Define and give examples of netiquette
    e. Define and give examples of cyberbullying
    f. Search for information using a search engine
    g. Analyzing the accuracy of information on a website
    h. Awareness of acceptable and fair use practices
    i. Understanding the dangers of sharing personal information through various social media sites

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 5

Unit #:   UNIT 1 OVERVIEW   **Unit Title:** Computer Basics
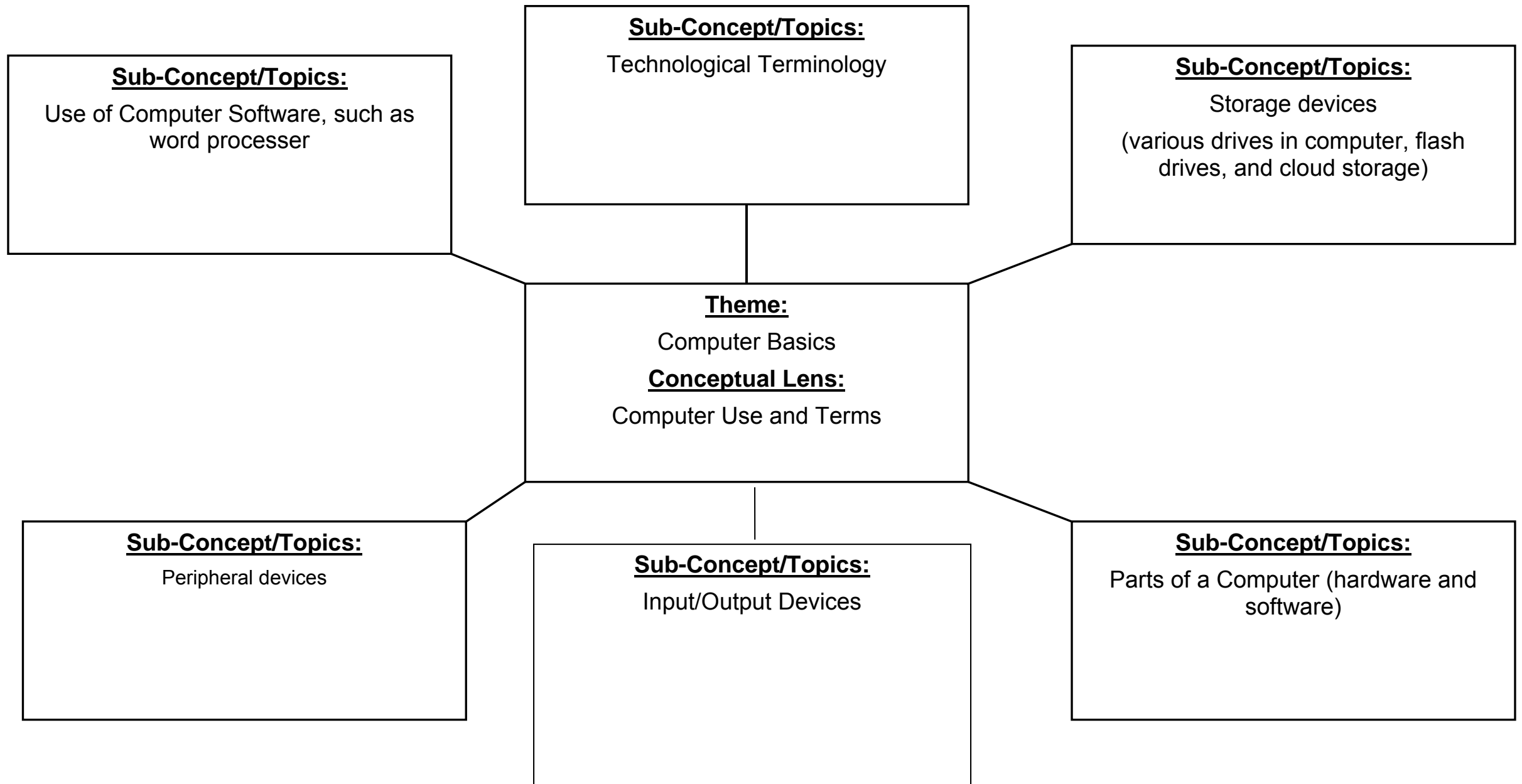
Unit Description and Objectives:

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. Students will identify the basic features of a computer and explain how to use them effectively. Students will explain common uses of computer applications and hardware and identify their advantages and disadvantages. Students will engage in daily class discussions using technological terminology.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. What are the computer parts and their uses?	1. The computer has basic parts and with specific uses.	1.1 What are the parts of the computer and their functions?
2. How can a word processor help you create a document?	2. Word Processors can become a useful tool in creating documents.	2.1 How can you create a document using a word processor?
3. What are the advantages and disadvantages of the applications and hardware?	3. Both software and hardware have advantages and disadvantages.	3.1 What are the advantages and disadvantages of the each hardware part of the computer? 3.2 Where are the advantages and disadvantages of using software?
4. What are the basic technology terms?	4. That there is basic computer vocabulary.	4.1 What are the names of the computer hardware parts? 4.2 What terms help us navigate software?
5. How do you navigate software?	5. Virtual Environments can be navigated when age appropriate.	5.1 How do we navigate a virtual environment?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Technological Terminology

Sub-Concept/Topics:

Use of Computer Software, such as word processer

Sub-Concept/Topics:

Storage devices

(various drives in computer, flash drives, and cloud storage)

Theme:

Computer Basics

Conceptual Lens:

Computer Use and Terms

Sub-Concept/Topics:

Peripheral devices

Sub-Concept/Topics:

Input/Output Devices

Sub-Concept/Topics:

Parts of a Computer (hardware and software)

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 5

Unit Number/Title: **Unit 1: Computer Basics**

Conceptual Lens: **Computer Use and Terms**

Appropriate Time Allocation (# of Days)**:** 2-4 weeks

<u>**Primary Core Content Standards referenced With Cumulative Progress Indicators**</u>

8.1.2.A.1	8.1.2.A.4	9.2.4.A.4
8.1.2.A.2	8.1.2.A.5	9.3.4.A.6
8.1.2.A.3		

Topics/Concepts Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
1. Identify computer parts and terms 2. Proper care of the computer 3. Uses of applications and hardware/software 4. Use basic technology terms 5. Use and navigation of software environments 6. Basic troubleshooting techniques 7. Distinguish between local and network drives 8. Use of the Help Menu	1. Identify parts of the computer and know their functions 2. Proper care of the computer 3. Uses of software and hardware 4. Basic computer vocabulary 5. How to navigate appropriate websites using folders, tabs, etc. 6. How to troubleshoot common issues (Control+Alt+Delete keys) 7. Locate documents or applications from various locations on the hard drive or other drives as needed	1. Be able to name both peripheral and nonperipheral computer parts and their functions 2. Properly take care of the computer 3. Recognize the difference between various hardware, software, and storage devices 4. Recognize, identify and use computer vocabulary 5. Navigate appropriate websites using folders, tabs, etc. 6. Access and search using the Help Menu	1. Present and label the parts of the computer and discuss their functions. 2. Specify steps to proper computer care 3. Present basic computer terms, vocabulary, and definitions 4. Identify, compare, and locate various hardware, software, and storage devices	**Websites (such as ABCya.com)** **Flashcards** **Bingo/Matching Games,** **Hardware Hunt** **Worksheets,** **Chart** LCD Projector PowerPoint Presentations Computers: • Internet Research • Age appropriate software • Relevant websites for simulations, games, and challenging learning • Activities Smart Board Net-Op Internet Research and online simulations Video Streaming	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 9.2.4.A.4 9.3.4.A.6	Classwork Quizzes Project Rubric Observation of group cooperation and interaction Participation in class discussions <u>Common Benchmark-Unit 1 Assessments:</u> 1. Quiz: Students will be able to correctly label computer parts.

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 5

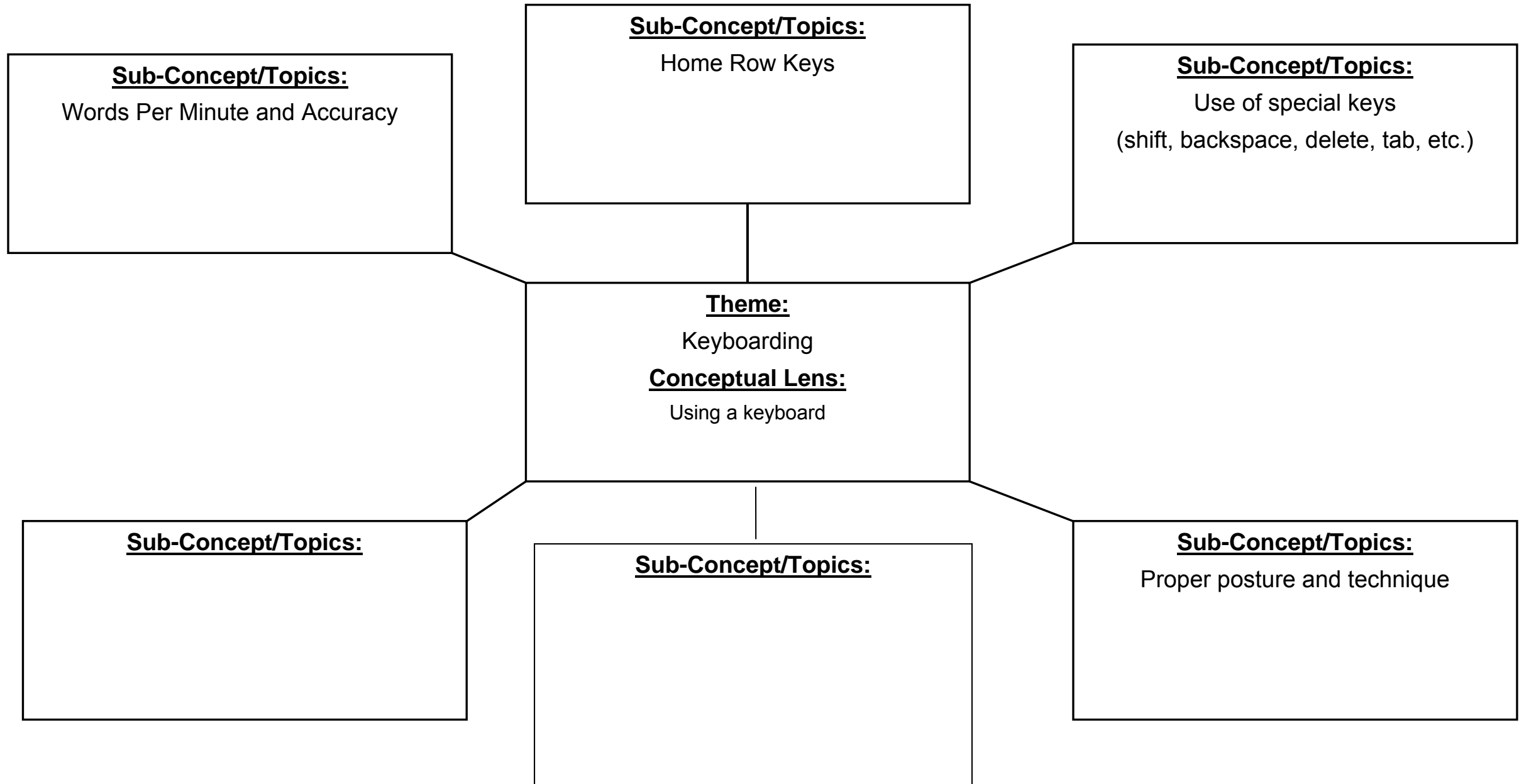**Unit #:** **UNIT 2 OVERVIEW**   **Unit Title:** Keyboarding

Unit Description and Objectives:

Knowing how to keyboard is a critical life skill. Proper finger placement and the ability to memorize the location of all keyboard keys will be a valuable life skill for school, college, and career. Students will build upon prior keyboarding knowledge and improve typing speed and accuracy.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations **Students will understand that:**	Guiding Questions
1. Why is proper finger placement on the keyboard important?	1. Proper finger placement is important for accurate keyboarding.	1. How does knowing home row keys and proper fingering technique improve keyboarding speed and accuracy?
2. How will proper keyboarding prepare you for college and career readiness?	2. Typing speed and accuracy is a critical life skill.	2. For what life tasks will you need to know keyboarding?
3. How does key memoriziation improve words per minute fluency and speed ?	3. Memorization of key locations aids typing speed.	3. How does memorizing the keys help you type faster and more accurately?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Home Row Keys

Sub-Concept/Topics:

Words Per Minute and Accuracy

Sub-Concept/Topics:

Use of special keys

(shift, backspace, delete, tab, etc.)

Theme:

Keyboarding

Conceptual Lens:

Using a keyboard

Sub-Concept/Topics:

Sub-Concept/Topics:

Sub-Concept/Topics:

Proper posture and technique

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 5

Primary Core Content Standards referenced With Cumulative Progress Indicators

8.1.4.A.1	CCS 4.W.6	9.2.4.A.1	9.3.4.A.2
		9.2.4.A.2	
		9.3.4.A.1	

Unit Number/Title: Unit 2: Keyboarding

Conceptual Lens: Using a keyboard

Appropriate Time Allocation (# of Days): ongoing

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
1. Identify key locations 2. Continued use of special keys such as space bar, enter/return, backspace, shift keys, caps lock, delete 3. Type punctuation including the comma, semicolon, exclamation, question mark, apostrophe and period 4. Use number keys, colon, underscore, hyphen, and parentheses 5. Proper finger placement on home keys 6. Proper keyboarding posture 7. Increase speed and accuracy	1. Correct keyboarding techniques 2. Appropriate use of special keys 3. How to type punctuation including the comma, semicolon, exclamation, question mark, apostrophe and period 4. How to use home key finger placement 5. Proper keyboarding posture 6. How to monitor their own words per minute	1. Follow lessons in keyboarding program 2. Correctly place hands on home keys and spacebar 3. Use special keys correctly 4. Type punctuation including the comma, semicolon, exclamation, question mark, apostrophe and period 5. Label the home row keys 6. Demonstrate correct posture while keyboarding 7. Monitor their own words per minute 8. Use proper keyboarding techniques and finger placement in other areas, such as word processing	1. Use of tutorial software such as Type to Learn/Type for Fun 2. Memorize the home row keys. 3. Use of internet games to reinforce keyboarding (such as Dance Mat Typing, ABCya, Keyboard Ninja, etc.)	**Type to Learn and Type for Fun Software, as well as Type to Learn Assessment Software** LCD Projector Computers: • Age appropriate software • Relevant websites • Activities Smart Board Net-Op	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.4.A.1 CCS 4.W.6 9.2.4.A.1 9.2.4.A.2 9.3.4.A.1 9.3.4.A.2	Classwork Quizzes Project Rubric Observation of posture and proper keyboarding technique Participation in class discussions Common Benchmark-Unit 2 Assessment: Technology Learning Activity/Rubric: Type to Learn assessment

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 5

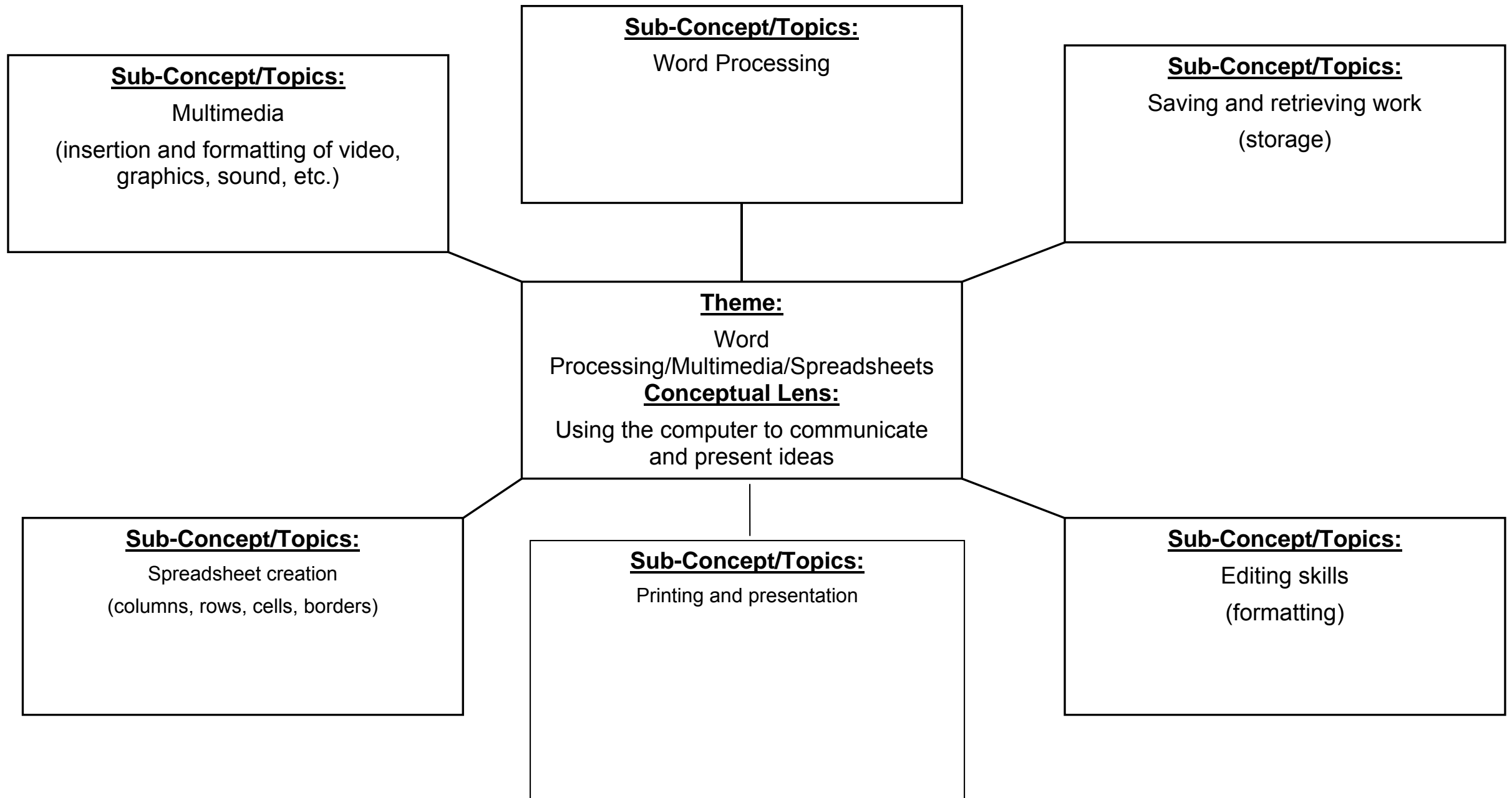**Unit #:** UNIT 3 OVERVIEW **Unit Title:** **Word Processing/Multimedia/Spreadsheets**

Unit Description and Objectives:

Software and web-based programs will allow students to create documents, presentations, and spreadsheets that support the learning process and foster collaboration and creativity. Students will engage in a variety of developmentally appropriate learning activities that allow them to learn the tools they need to create documents, presentations, and spreadsheets.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. How do computers help students to create documents, presentations, and spreadsheets?	1. Computers can be used to create documents, presentations, and spreadsheets.	1. How do you use the computer to create documents, presentations, and spreadsheets?
2. How do students use the computer to create original works?	2. Computers can help communicate thoughts and ideasand create/share knowledge with others.	2. How can the computer help you to express yourself functionally and creatively?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Word Processing

Sub-Concept/Topics:

Multimedia

(insertion and formatting of video, graphics, sound, etc.)

Sub-Concept/Topics:

Saving and retrieving work

(storage)

Theme:

Word Processing/Multimedia/Spreadsheets

Conceptual Lens:

Using the computer to communicate and present ideas

Sub-Concept/Topics:

Spreadsheet creation

(columns, rows, cells, borders)

Sub-Concept/Topics:

Printing and presentation

Sub-Concept/Topics:

Editing skills

(formatting)

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 5

Unit Number/Title: Unit 3: Word Processing/Multimedia/Spreadsheets

Conceptual Lens: Using the computer to aid the writing process

Appropriate Time Allocation (# of Days): 10-12 weeks

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
1. Identify word processing terms 2. Change the font size/style/color 3. Place pictures and graphics in document from a clip art source 4. Apply correct editing and proofreading skills 5. Retrieve, save, and print a document 6. Create an audio recording 7. Type simple paragraphs 8. Use keyboard shortcuts and copy/cut/paste functions 9. Use 'undo' and 'redo' 10. Know and use various text features such as borders, bullets/numbering 11. Insert and format clip art, word art and photos 12. Create audio recordings of stories, poems 13. Use drawing tools 14. In Presentations, use animations, transitions, sounds, slide design 15. Create a simple spreadsheet, enter data, and interpret the information	1. Word processing terms 2. How to populate a word processing template 3. Use the toolbar to change font, size, and color of text 4. Apply graphics from a clip art source 5. Employ spell check and editing skills 6. Process of retrieving, saving, and printing work 7. How to use a computer microphone to create an audio recording 8. How to create a simple spreadsheet, enter data, and interpret the information	1. Understand word processing terms and their functions 2. Word format: be able to format font. 3. Insert 4. Spell check 5. Retrieve, save, and print a document 6. Compose documents using word processing tools 7. Use technology to produce a published writing 8. Create engaging audio recordings of stories or poems 9. Students will be able to create a simple slideshow or presentation that includes graphics 10. Create a simple spreadsheet, and read and interpret the data	1. Sample projects (may include All About Me, poems, stories, acrostics, or creative stories) 2. Templates to be populated by students 3. Students will create an audio recording (using Microsoft recorder or applications such as, Audacity, PowerPoint, Excel, etc.) 4. In presentations, students will be able to add transitions and transition sounds 5. In spreadsheets, students will be able to identify cells, rows, and columns, and enter formulas	Software such as Microsoft Word, KidPix and PowerPoint, Recording software, Excel Websites such as: Mrs. Sterling's Word Pad, emaze, Glogster.edu, Google docs, etc. LCD Projector Teacher Presentations Computers Smart Board Net-Op	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.8.A.1 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 9.2.4.A.1 9.2.4.A.2 9.3.4.A.1 9.3.4.A.2	**Formative Assessments:** Classwork Quizzes Project Rubric Word Processing, Presentation, and Spreadsheet activities and projects Participation in class discussions Common Benchmark-Unit 3 Assessment: Technology Learning Activity/Rubric: document creation and use of editing tools in a word processing document - Development of a multimedia presentation

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 5

Unit #:   UNIT 4 OVERVIEW   **Unit Title:** Internet Use and Research/Cyber Safety
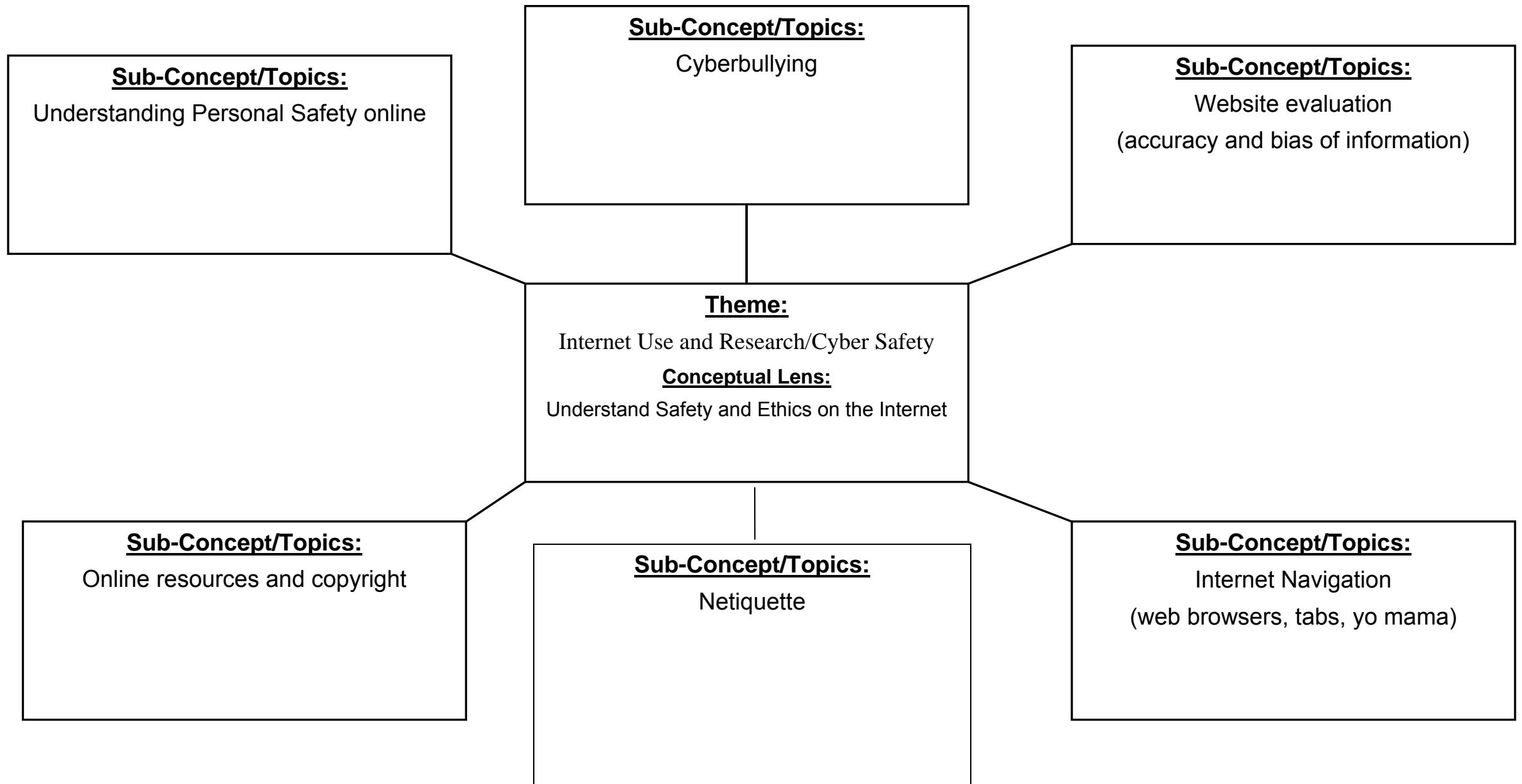
Unit Description and Objectives:

Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. Students will model appropriate conduct and behaviors when using classroom technology and online resources.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. How can students safely and ethically use the internet responsibly?	1. Legal and ethical behaviors are important in using the internet.	1.1 How can you use the internet safely? 1.2 What behaviors are followed for internet use?
2. How do you ethically use information from an internet source?	2. Resources need to be cited when using information obtained from the internet.	2.1 When is it ethical to use information from the internet?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Understanding Personal Safety online

Sub-Concept/Topics:

Cyberbullying

Sub-Concept/Topics:

Website evaluation

(accuracy and bias of information)

Theme:

Internet Use and Research/Cyber Safety

Conceptual Lens:

Understand Safety and Ethics on the Internet

Sub-Concept/Topics:

Online resources and copyright

Sub-Concept/Topics:

Netiquette

Sub-Concept/Topics:

Internet Navigation

(web browsers, tabs, yo mama)

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 5

Unit Number/Title: Unit 4: Internet Use and Research/Cyber Safety

Conceptual Lens: Understand Safety and Ethics on the Internet

Appropriate Time Allocation (# of Days): 4-6 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators

8.1.4.D.1 8.1.8.D.1	CCS 5.RI.7	CCS 5.W.8	9.2.4.A.4
8.1.4.D.2	CCS 5.W.6		9.3.4.A.6
8.1.4.D.3	CCS 5.W.7		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
1. Safety and ethics on the internet 2. Use and misuse of the internet 3. Use of web browsers 4. Navigation in a virtual or online environment 5. Use of hyperlinks and bookmarks 6. Netiquette 7. Cyberbullying 8. Acceptable Use Policy 9. Digital research 10. Social Media Awareness	1. How to stay safe on line by not sharing private information and not communicating with strangers 2. That ethics are important on line 3. Click on a web browser icon to access the internet 4. Use appropriate websites to locate and research information on a given topic 5. Use search tools (key words, text features, side bars, hyperlinks) to locate information 6. The dangers of sharing personal information on social media sites	1. Discuss and understand that the internet can be a dangerous tool and learn internet safety 2. Recognize ownership of what they do on line and be ethical in internet use 3. Click on a web browser icon to access the internet 4. Click on a link to open a web page 5. Use appropriate websites to locate and research information on a given topic 6. Use search tools (key words, text features, side bars, hyperlinks) to locate information 7. Determine what is acceptable and unacceptable to post on social media sites, such as Twitter, Facebook, and Instagram	1. Navigate and discuss age appropriate web sites such as "Welcome to the Web" 2. Demonstrate ethical behavior in all activities. 3. Webhunts and webquests, Cyber Café 4. SOS.FBI.gov website 5. NS Teens Presentation (Netsmartz.org)	**Websites (such as NetSmartz Kids, Cyber Pigs, Safe Side Superchick, Welcome to the Web)** **Age Appropriate Videos** LCD Projector DVDs Teacher Presentations Computers: • Age appropriate software • Relevant websites for simulations, games, and challenging learning • Activities Smart Board Net-Op Online simulations Video Streaming	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.4.D.1 8.1.4.D.2 8.1.4.D.3 CCS 5.RI.7 CCS 5.W.6 CCS 5.W.7 CCS 5.W.8 92.4.A.4 9.3.4.A.6	Classwork Quizzes Project Rubric Observation of group cooperation and interaction Participation in class discussions <u>Common Benchmark-Unit 4 Assessment:</u> <u>Technology Learning Activity/Rubric:</u> **Completion of an online program focused on cybersafety and/or netiquette**

UNIT OVERVIEW

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
• Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities.	• Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.	• Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes. • Provide more hands-on activities.

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: _____Computer Literacy_____ **Grade:** ____5____

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21st Century Career & Life Skills
Computer Basics								8.1.2.A 1 8.1.2.A 2 8.1.2.A 3 8.1.2.A 4 8.1.2.A 5	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.5
Keyboarding			5.W.6					8.1.P.A.2 8.1.P.A.3 8.1.P.A.4 8.1.2.B.1	9.1.4.E.1
Word Processing Multimedia Spreadsheets			5.RI.7 5.RL.7 5.RI.9 5.W.6 5.W.7 5.W.8 5.SL.2 5.SL.5					8.1.2.C.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.5 9.1.4.E.1 9.1.4.E.2 9.1.4.E.3 9.1.4.E.4
Internet Use and Research/ Cyber Safety			5.RI.7					8.1.2.D.1 8.1.2.E.1	9.1.4.E.4 9.1.8.E.1 9.1.8.E.4

*All core content areas may not be applicable in a particular course.

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;

- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;

- To maximize students' potential for movement to less restrictive environments.