



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	K-5 Digital Literacy
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Grade Level(s):	Grade K-5
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Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
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Course 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.
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Grading Procedures:	C- Consistently O-Occasionally S- Sometimes R-Rarely
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Primary Resources:	Digital tools, Washburn Curriculum, Nearpod Digital Literacy, Learning.com, Type to Learn
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2019

Revised: _____

BOE Approval: _____

Unit Title: Coding	
Unit Description: Digital Literacy Unit that teaches basic programming concepts such as loops and events and provides more complex unplugged activities and more variety in puzzles. Covers the basics of programming, collaboration techniques, investigation and critical thinking skills, persistence in the face of difficulty. At the end of this course, students create their very own custom game they can share.	
Unit Duration: 6 weeks	
Desired Results	
Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Indicators: Stand A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i> Grade K-2 -Understand and use technology systems. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments Grade 3-5 - Understand and use technology systems. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none">• There steps needed to solve a problem into a precise sequence of instructions.• Plans describe a program's sequence of events, goals, and expected outcomes.• Programs store and manipulate data by using numbers or other symbols to represent information.• Errors in an algorithm or program can cause a program to not run correctly	Essential Questions: <ul style="list-style-type: none">• What are the fundamentals of computer programming?• How do you create a program?• How are algorithms used in coding?• How can you use computer programming to complete a task?• How is computer programming useful in real life?• How might you use computer programming in your future career?
Assessment Evidence	
Performance Tasks: GRADE K A. Use basic block-based programming actions: drag and drop B. Experiment with basic block-based programming	Other Evidence: Classwork/Activities/Projects Independent Activities and Assignments Rubrics Group Cooperation and Interaction

C. Sequence mazes

GRADE 1

- A. Use basic computer functions such as clicking, dragging, and dropping
- B. Experiment with standard block-based programming actions
- C. Construct a program by reorganizing sequential movements
- D. Build a computer program from a set of written instructions
- E. Choose appropriate debugging practices when solving problems
- F. Sequence commands in a logical order.

GRADE 2

- A. Use standard block-based programming actions such as: clicking, drag and drop, etc.
- B. Translate movements into a series of commands.
- C. Identify and locate bugs in a program
- D. Convert a series of multiple actions into a single loop
- E. Break down a long sequence into repeatable sequences

GRADE 3

- A. Translate movements into a series of commands.
- B. Predict where a program will fail.
- C. Create a program to complete an image using sequential steps
- D. Identify the benefits of using a loop structure instead of manual repetition
- E. Break down a long sequence of instructions into a repeatable sequence
- F. Employ a combination of sequential and looped commands to reach the end of a maze

GRADE 4

- A. Order movement commands as sequential steps in a program.
- B. Modify an existing program to solve errors.
- C. Break down a long sequence of instructions into the largest repeatable sequence.
- D. Read and comprehend given code.
- E. Identify a bug and the problems it causes in a program.

Participation in class discussion

- F. Describe and implement a plan to debug a program.
- G. Identify actions that correlate to input events.
- H. Create an interactive game using sequence and event-handlers.

GRADE 5

- A. Use inputs and outputs control images, sound, and motion.
- B. Use loops to create animations
- C. Use conditional statements to program rules and choices
- D. Use variables to store numbers, sounds and images
- E. Create unique code block with different functions

Benchmarks:

Grade K – [Maze Maker Challenge by Kodable.com](https://game.kodable.com/play?hc=1&type=school&user=dk4y9vv&showSpace=hoc)

<https://game.kodable.com/play?hc=1&type=school&user=dk4y9vv&showSpace=hoc>

Students will be able to create solvable mazes while applying grade-level geometry concepts.

- Use numbers and symbols to represent data (e.g., thumbs up/down for yes/no, color by number, arrows for direction)
- Decompose a model or task into smaller elements.
- Draw an object and shape presented, and then build a maze with the shape in it.

Grade 1 - <https://curriculum.code.org/csf-19/pre-express/11/>

Students will further develop their understanding of events using Play Lab. Students will use events to make a character move around the screen, make noises, and change backgrounds based on user-initiated events.

- Identify actions that correlate to input events.
- Create an animated, interactive story using sequence and event-handlers.
- Share a creative artifact with other students.

Grade 2 – <https://curriculum.code.org/csf-19/courseb/12/>

Students will learn how to use events in Play Lab. They will start by training the knight to move when an arrow key is pressed, then end with the opportunity to showcase the rest of the skills that they learned throughout this course, including sequence and looping, as part of the final free play puzzle.

- Identify actions that correlate to input events.
- Create an animated, interactive story using sequences and event-handlers.
- Share a creative artifact with other students.

Grade 3 - <https://curriculum.code.org/csf-19/coursec/15/>

Students will further develop their understanding of events by making a Flappy Bird game. Students will learn to make their character move across the screen, make noises, and react to obstacles based on user-initiated events.

- Match blocks with the appropriate event handler.
- Create a game using event handlers.

- Share a creative artifact with other students.

Grade 4 - <https://curriculum.code.org/csf-19/coursed/18/>

In this lesson, students will program their own interactive dance party. This activity requires sound as the tool was built to respond to music.

- Develop programs that respond to timed events
- Develop programs that respond to user input
- Create dance animations with code

Grade 5 - <https://classroom.littlebits.com/curriculum/code-kit-core>

In this lesson, students will program their own interactive game piece. This activity requires Little Bits Kits

- Develop programs that respond to timed events
- Develop programs that respond to user input
- Create game piece with code

Learning Plan

Learning Activities:

Grade K

Students will use various online lesson tutorials and activities to -

1. Learn how drag and drop directional symbols using arrows.
2. Learn how to select a maze background.
3. Run a maze to see if there are any errors.
4. Debug any errors that appear.
5. Complete grade level challenge and move onto higher level challenges if able.

Grade 1

Students will use various online lessons, tutorials and activities to -

1. Learn how to use to complete online puzzles.
2. Learn basic computer functions such as clicking, dragging, and dropping
Introduce basic computer hardware terminology, including "mouse", "trackpad" or "touchscreen"
3. Experiment with standard block-based programming actions such as: clicking, drag and drop, etc.
4. Develop sequential algorithms to move from one side of a maze to the other side.
Stack code blocks together in a linear sequence, making them move straight, turn left, or turn right.
5. Introduce loops, to simplify their code by grouping commands that need to be repeated.

Grade 2

Students will use various online lessons, tutorials and activities to -

1. Experiment with standard block-based programming actions such as: clicking, drag and drop, etc.
2. Review how to develop sequential algorithms to move from one side of a maze to the other side.
3. Review how to stack code blocks together in a linear sequence, making them move straight, turn left, or turn right.
4. Continue to develop sequential algorithm skills and start using the debugging process.

5. Convert a series of multiple actions into a single loop and recognize patterns that need to be looped.

Grade 3

Students will use various online lessons, tutorials and activities to –

1. Review about sequences and algorithms
2. Find problems in puzzles and practice your debugging skills
3. Write algorithms to perform an action or event
4. Create beautiful images by programming the Artist
5. Break down a long sequence of instructions into the largest repeatable sequence.
6. Identify the benefits of using a loop structure instead of manual repetition.

Grade 4

Students will use various online lessons, tutorials and activities to –

1. Review about sequences and algorithms
2. Find problems in puzzles and practice debugging skills
3. Write algorithms to perform a specific action or event
4. Create beautiful images by programming the Art
5. Expand knowledge to break down a long sequence of instructions into the largest repeatable sequence.
6. Expand knowledge of using a loop structure instead of manual repetition.

Grade 5

Students will use various online lessons, tutorials and activities to –

1. Review about sequences and algorithms
2. Find problems in puzzles and practice debugging skills
3. Write algorithms to perform a specific action or event
4. Create beautiful images by programming the Art
5. Expand knowledge to break down a long sequence of instructions into the largest repeatable sequence.
6. Expand knowledge of using a loop structure instead of manual repetition

Resources:

Grade K Suggested lesson-

1. **Make Mazes**

- <https://game.kodable.com/play?hc=1&type=home&user=xmay3n9&showSpace=hocSelectMakeMazes>

2. **Happy Maps (Unplugged Activity)**

- <https://studio.code.org/s/coursea-2019/stage/3/puzzle/1>

3. **Sequencing with Angry Birds**

- <https://studio.code.org/s/courseb-2019/stage/3/puzzle/1>

Grade 1 Suggested lesson-

1. **Learn to Drag and Drop**

- https://studio.code.org/s/coursea-2019/stage/2/puzzle/1?section_id=1785379

2. **Sequencing with Scrat**

- https://studio.code.org/s/coursea-2019/stage/4/puzzle/1?section_id=1785379

3. **Programming with Scrat**

- https://studio.code.org/s/coursea-2019/stage/5/puzzle/1?section_id=1785379

4. **Programming with Rey and BB-8**

- https://studio.code.org/s/coursea-2019/stage/6/puzzle/1?section_id=1785379

5. **Loops with Scrat**

- https://studio.code.org/s/coursea-2019/stage/8/puzzle/1?section_id=1785379

6. **Loops with Laurel**

- https://studio.code.org/s/coursea-2019/stage/9/puzzle/1?section_id=1785379

Grade 2 Suggested lesson-

1. **Sequencing with Angry Birds**

- https://studio.code.org/s/courseb-2019/stage/3/puzzle/1?section_id=1785379

2. **Programming with Angry Birds**

- https://studio.code.org/s/courseb-2019/stage/4/puzzle/1?section_id=1785379

3. **Programming with Harvester**

- https://studio.code.org/s/courseb-2019/stage/5/puzzle/1?section_id=1785379

4. **Loops with Harvester**

- https://studio.code.org/s/courseb-2019/stage/7/puzzle/1?section_id=1785379

5. **Loops with Laurel**

- https://studio.code.org/s/courseb-2019/stage/8/puzzle/1?section_id=1785379

6. **Drawing Gardens with Loops**

- https://studio.code.org/s/courseb-2019/stage/9/puzzle/1?section_id=1785379

Grade 3 Suggested lesson-

1. **Programming with Angry Birds**

- https://studio.code.org/s/coursec-2019/stage/4/puzzle/1?section_id=1785379

2. **Debugging in Maze**

- https://studio.code.org/s/coursec-2019/stage/5/puzzle/1?section_id=1785379

3. **Collecting Treasure with Laurel**

- https://studio.code.org/s/coursec-2019/stage/6/puzzle/1?section_id=1785379
4. **Creating Art with Code**
 - https://studio.code.org/s/coursec-2019/stage/7/puzzle/1?section_id=1785379
 5. **Loops with Rey and BB-8**
 - https://studio.code.org/s/coursec-2019/stage/10/puzzle/1?section_id=1785379
 6. **Harvesting Crops with Loops**
 - https://studio.code.org/s/coursec-2019/stage/11/puzzle/1?section_id=1785379

Grade 4 Suggested lesson-

1. **Introduction to Online Puzzles**
 - https://studio.code.org/s/coursed-2019/stage/2/puzzle/1?section_id=1785379
2. **Debugging with Laurel**
 - https://studio.code.org/s/coursed-2019/stage/4/puzzle/1?section_id=1785379
3. **Events in Bounce**
 - https://studio.code.org/s/coursed-2019/stage/5/puzzle/1?section_id=1785379
4. **Build a Star Wars Game**
 - https://studio.code.org/s/coursed-2019/stage/6/puzzle/1?section_id=1785379
5. **Loops in Ice Age**
 - https://studio.code.org/s/coursed-2019/stage/7/puzzle/1?section_id=1785379
6. **Nested Loops in Maze**
 - https://studio.code.org/s/coursed-2019/stage/9/puzzle/1?section_id=1785379

Grade 5 Suggested lesson- LittleBits.com

1. [Introduction](#)
2. [Inputs and Outputs](#)
3. [Loops](#)
4. [Logic](#)
5. [Variables](#)
6. [Functions](#)
7. **Project of Your Choice**
 - [Ultimate Shoot Out](#)
 - [Hot Potato of Doom](#)
 - [Rockstar Guitar](#)
 - [Tug of War](#)

Unit 1 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use inputs and outputs control images, sound, and motion. • Use loops to create animations • Use conditional statements to program rules and choices • Use variables to store numbers, sounds and images • Create unique code block with different functions • Create an interactive game or image using sequence and event-handlers.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Order movement commands as sequential steps in a program. • Break down a long sequence of instructions into the largest repeatable sequence. • Read and comprehend given code. • Identify a bug and the problems it causes in a program. • Describe and implement a plan to debug a program. • Identify actions that correlate to input events.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Modify an existing program to solve errors. • Translate movements into a series of commands. • Predict where a program will fail. • Identify the benefits of using a loop structure instead of manual repetition • Employ a combination of sequential and looped commands to reach the end of a maze
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <p>I can use basic computer functions such as clicking, dragging, and dropping.</p> <p>I can experiment with standard block-based programming actions.</p> <p>I can translate movements into a series of commands.</p> <p>I can sequence commands in a logical order.</p> <p>I can identify and locate bugs in a program.</p> <p>I can employ a combination of sequential and looped commands to reach the end of a maze.</p>
0.0	<p>Even with help, no success</p>

Course Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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.
Struggling Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
English Language Learners	<ul style="list-style-type: none"> • 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 video tutorials.
Special Needs Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Common Core English Language Arts Standards

L - Language

- K.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SL - Speaking & Listening

- K.SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- K.SL.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Common Core Math Standards

CC - Counting And Cardinality

- K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality.

G - Geometry

- K.G.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MP - Math Practices

- MP.1 - Make sense of problems and persevere in solving them
- MP.2 - Reason abstractly and quantitatively
- MP.5 - Use appropriate tools strategically
- MP.6 - Attend to precision
- MP.7 - Look for and make use of structure
- MP.8 - Look for and express regularity in repeated reasoning

Next Generation Science Standards

ETS - Engineering in the Sciences, ETS1 - Engineering Design

- K-2-ETS1-1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Integration of 21st Century Skills

Indicators:

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Unit Title: Digital Citizenship

Unit Description: Effective use of digital tools assists in gathering and managing information. Students will use age-appropriate digital resources to explore information and discuss findings.

Unit Duration: 6 Weeks (Although topics are revisited and reviewed continuously throughout the year)

Desired Results

Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Indicators:**Gr. K-2**

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

Gr. 3-5

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

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

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media

8.1.5.A.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.P.E.1 Use the internet to explore and investigate questions with a teacher's support.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Understandings:

Students will understand that...

- Information can be obtained from internet sources.
- Information obtained from the internet, with teacher support, can be used in a variety of ways.
- Students will understand that to be a good Digital citizen means to understand the need to be responsible and respectful in the online world.
- The student will learn how to respond appropriately to online interactions
- The student will understand that private information should not be given to anyone online without the permission of a trusted adult.
- Legal and ethical behaviors are important in using the internet.
- Resources need to be cited when using information obtained from the internet.

Essential Questions:

- How can you use the internet to gather information on a given topic?
How can information that is obtained from the internet be used?
- What are an individual's responsibilities for using technology?
- How do I stay safe when I am using digital devices?
- How do I decide what to share when I am using digital devices?
- How can students safely and ethically use the internet responsibly?
- How do you ethically use information from an internet source?

Assessment Evidence

Performance Tasks:

Grade K:

- a. Begin to understand what the internet is and that it can be a dangerous tool
- b. Click on web browser icon to access internet
- c. Click on a hyperlink to open a webpage

Grade 1:

- a. Develop understanding that the internet can be a dangerous tool
- b. Recognize ownership of what they do online and be ethical in internet use
- c. Begin to search for information within a safe search engine
- d. Begin to navigate a virtual or online environment

Grade 2:

- a. Securely understand that the internet can be a dangerous tool
- b. Recognize the difference between Private vs. Personal Information
- c. Recognize ownership of what they do online
- d. Be able to be ethical in internet use
- e. Navigate in a virtual or online environment
- f. Understand what a digital trail/footprint is

Grade 3:

- a. Develop awareness of cyber safety (password protection, private information)
- b. Begin to learn examples of netiquette
- c. Begin to learn examples of cyberbullying
- d. Begin to understand acceptable and fair use practices
- e. Develop understanding what a digital footprint is
- f. Develop safe search techniques

Grade 4:

- a. Continue to develop awareness of cyber safety (password protection, private information, advertisements, etc.)
- b. Develop understanding examples of netiquette
- c. Develop understanding examples of cyberbullying
- d. Continue to develop safe search techniques
- e. Begin analyzing the accuracy of information on a website
- f. Continue to develop safe search techniques
- g. Continue to develop awareness of acceptable and fair use practices

Grade 5:

- a. Securely understand cyber safety (password protection, private information, advertisements, etc.)
- b. Define and give examples of netiquette
- c. Define and give examples of cyberbullying
- d. Securely use search tools (key words, text features, side bars, hyperlinks) to locate information
- e. Securely analyze the accuracy of information on a website
- f. Securely understand acceptable and fair use practices
- g. Understand the dangers of sharing personal information through various social media sites

Other Evidence:

Classwork/Activities/Projects

Independent practice on activities and assignments

Rubric

Observation

Group cooperation and interaction

Participation in class discussions

Benchmarks:Grade K Common Benchmark:

Students will complete interactive activities in Internet Safety Blendspaces.

Students will complete a multiple-choice quiz at the end of the [Cyber Five](#) animation for assessment.

Grade 1 Common Benchmark:

Students will research an animal in a safe site (such as the [Enchanted Learning Website](#)) and use online painting tool (such as [ABCYa Paint tool](#)) to report on it.

Grade 2 Common Benchmark:

Students will complete "Netsafe – Internet Safety – 2nd Grade" Packet.

Students will create an internet safety poster using an online painting tool (such as ABCYa Paint tool) to make it.

Grade 3 Common Benchmark:

Students will participate in [But I Read It On the Internet](#) and complete the [digital book companion](#).

Students will complete [Being Safe Online Sort](#).

Grade 4 Common Benchmark:

"Cyber Safety Poster"- Students will work in teams to create a poster listing safety and ethics when accessing the Internet. Students will present and explain their poster to the class. Final product will be displayed in the classroom.

Grade 5 Common Benchmark:

Students will create [Internet Safety "Lessons"](#) designed for First and Second Graders.

Students will complete ["Welcome to the Web"](#) activities.

Learning Plan

Learning Activities:

Grade K: (Below is a list of sample activities to choose from.)

- Students will watch and discuss age appropriate online videos from the Netsafeutah.org site:
https://www.netsafeutah.org/kids/kids_videos.html

Sample Videos are:

“What is the Internet?” “What is Personal Information?” ; “Be Kind Online” ; and “Tell an Adult”

- Students will watch [My Online Neighborhood](#) video and discuss.
- Students will play [The Cyber Five](#) interactive game on ABCYA.com.

Grade 1: (Below is a list of sample activities to choose from.)

- Students will work through “Digital Citizenship” Activities in the Brittany Washburn k5technologycurriculum: [Internet Safety 1](#) (Teacher will read the book [The Adventures of Smartie the Penguin](#) aloud and discuss) ; [Internet Safety 2](#) (Students will watch [Pause and Think Online](#) video and discuss ; [Internet Safety 3](#) (Students will watch video [Learning with Clicky](#) and discuss.) ; [Internet Safety 4](#) (Students will watch Brainpop Jr. video [Internet Safety](#) and complete activities on site.)
- Students will go on a [virtual field trip](#) to the San Diego Zoo.
- Students will search online for information about an animal using the [Enchanted Learning](#) Website. Then, using the [ABCYa Paint tool](#), they will report on their animal using both drawings and words.
- Students will access the [Nearpod.com coding lesson](#), titled “Algorithms.” Students will identify an algorithm as a step-by-step direction to complete a given task. Students will then create, test, and fix an algorithm to complete a specific task.

Grade 2: (Below is a list of sample activities to choose from.)

- Students will work through [Internet Safety Blendspace](#).
- Students will watch collection of [internet safety videos](#) and complete [Internet Safety Packet](#).
- Students will complete [Netsmartz Kids Router’s Birthday Surprise Interactive Adventure](#).
- Students will work through [weeks 1-3](#) of Brittany Washburn K5 Curriculum for Internet Safety.
- Students will watch [“Where Does the Internet Come From?” video](#) first. Then, using the [ABCYa Paint tool](#), make a model of where the internet comes from using both drawings and words.
- Students will learn to navigate in virtual worlds via geographic mapping tools like Google Earth or participating in virtual field trips.

Grade 3: (Below is a list of sample activities to choose from.)

- Students will work through Internet Safety Blendspaces: [#1](#) or [#2](#)
- Students will work through Brittany Washburn K5 Curriculum
- Students will work through [Safe Online Surfing](#) interactive games on sos.fbi.gov.
- Students will learn to use the internet safely by completing [“Router’s Birthday Surprise Interactive Adventure”](#) and/or other Netsmartz Kids videos and games.
- Students will work through [“Rings of Responsibility”](#) activity from Commonsense.org.

Grade 4: (Below is a list of sample activities to choose from.)

- Students will work through [Digital Citizenship Blendspace](#).
- Students will complete interactive activities in [Digital Passport](#) on Commonsense.org site.
- Students will work through levels in Safe Online Surfing – [Penguin Island](#) – from the sos.fbi.gov site.
- Students will complete Brittany Washburn K5 Curriculum: [Internet Safety Module 5](#).

Grade 5: (Below is a list of sample activities to choose from.)

- Students will work through [Digital Citizenship Blendspace](#).
- Students will complete levels in [Volcano Island](#).
- Students will work with a partner to complete [Welcome to the Web](#) activities.
- Students will play Google’s [Interland](#).
- Students will create their own “Digital Footprint” using MS Powerpoint.
- Students will work in pairs to complete [Web Hunt](#).

Resources:

Grade K-1:

Sample activities:

- 1) Netsafe Videos - https://www.netsafeutah.org/kids/kids_videos.html
- 2) Brittany Washburn K5 Curriculum - <https://www.k5technologycurriculum.com/teachers-area-2/>
- 3) Commonsense Media Site - <https://www.common sense.org/education/scope-and-sequence>
- 4) ABCYA Paint tool - https://www.abcya.com/games/abcya_paint

Grade 2:

Sample activities:

- 1) Internet Safety – Grade 2 Blendspace - <https://www.tes.com/lessons/Fs1ZpMdzePOV0w/internet-safety-2nd-grade>
- 2) Brittany Washburn’s K5 Curriculum – Internet Safety Lessons 1-3
<https://www.k5technologycurriculum.com/internet-safety/>
- 3) Netsmartz Kids site - <https://www.netsmartzkids.org/RoutersBirthdaySurprise/Adventure>
- 4) Brittany Washburn K5 Curriculum – The Internet - <https://www.k5technologycurriculum.com/the-internet/>
- 5) ABCYA Paint tool - https://www.abcya.com/games/abcya_paint

Grade 3:

Sample activities:

- 1) Internet Safety Blendspaces - #1 or #2
- 2) Brittany Washburn K5 Curriculum – Lessons 1 through 6 - <https://www.k5technologycurriculum.com/internet-safety-1-3/>
- 3) Netsmartz Kids site - <https://www.netsmartzkids.org/RoutersBirthdaySurprise/Adventure>
- 4) “Rings of Responsibility” - <https://www.common sense.org/education/digital-citizenship/lesson/rings-of-responsibility>

Grade 4:

Sample activities:

- 1) Digital Citizenship Grade 4 Blendspace – <https://www.tes.com/lessons/MmPeZQq9IObdZQ/edit>
- 2) Brittany Washburn K5 Curriculum – Internet Safety Module 5 - <https://www.k5technologycurriculum.com/internet-safety-module-5/>
- 3) Brittany Washburn K5 Curriculum – Judging Online Information - <https://www.k5technologycurriculum.com/judging-online-information/>
- 4) Digital Passport – Common Sense Media - <https://www.digitalpassport.org/>
- 5) Sos.fbi.gov site – Penguin Island - <https://sos.fbi.gov/fourth-grade.html>

Grade 5:

Sample activities:

- 1) Digital Citizenship – Grade 5 Blendspace - <https://www.tes.com/lessons/IsvXQxcjPVdUpq/digital-citizenship-for-5th-grade>
- 2) Brittany Washburn K5 Curriculum – Internet Safety Project - <https://www.k5technologycurriculum.com/internet-safety-project-6-weeks/>
- 3) Brittany Washburn K5 Curriculum – Online Reputation - <https://www.k5technologycurriculum.com/internet-safety-lessons/>
- 4) Sos.fbi.gov site – Volcano Island - <https://sos.fbi.gov/fifth-grade.html>
- 5) Google Digital Safety Resources – Interland - https://beinternetawesome.withgoogle.com/en_us/resources
- 6) Welcome to the Web - <http://www.w2tw.uk/>

Unit 2 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 8.1.D – Digital Citizenship: Students understand human, cultural, and societal, issues related to technology and practice legal and ethical behavior. (Primary K-2)

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what to do if I come across an inappropriate picture, popup, or website. • Explain the right way and the wrong way to use the internet. • Explain the consequences of using technology inappropriately. • Choose words and images that are legal to use. • Design a route from their house to the school using a geographic mapping tool, such as Google Earth.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about what cyberbullying is and what they can do about it. • Leave a site and tell an adult if anything online makes them feel uncomfortable. • Tell the difference between free programs and ones you need to subscribe to. • Remind themselves and others about how to be safe and responsible online.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Know not to meet face-to-face with anyone they meet online. • Use the internet to get information. • Know what a pop-up ad looks like and that it should not be clicked on. • Ask a trusted adult before sharing information like their name, address, and phone number. • Locate their own house using a geographic mapping tool, such as Google Earth. •
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <ul style="list-style-type: none"> • Recall at least one example of personal information that should not be shared online. • Know that the internet has good websites and bad websites. • Know that there are pop-ups that come up on the screen that are not part of the game/activity. • Not be mean or rude online. • Open a geographic mapping tool, such as Google Earth, on their computer.
0.0	<p>Even with help, no success</p>

Standard(s): 8.1.D - Digital Citizenship: Students understand human, cultural, and societal, issues related to technology and practice legal and ethical behavior. (Intermediate 3-5)

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what the Acceptable Use Policy (AUP) is and what the consequences are if it is violated. • Explain the consequences of using technology inappropriately. • Choose words and images that are legal to use. • Assess the accuracy and appropriateness of electronic information sources on the internet. • Apply digital citizenship concepts that have been learned, such as cyberbullying, netiquette, and copyright ethics.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about what cyberbullying is and what can be done about it. • Find trustworthy information online and tell why it was selected to use. • Avoid plagiarizing the work of others. • Use good netiquette online. • Understand that a digital citizen is someone who acts safely, responsibly, and respectfully online. • Use digital tools and online resources to explore a problem or issue. •
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what cyberbullying is. • Use the internet to get information needed. • Know that it is wrong to copy things found online. • Classify what information can and cannot be shared online. • Know that there are rules for behavior that I need to follow when using the internet.

1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <ul style="list-style-type: none"> • Recognize when there is something rude or mean online. • Know that the internet has good and bad information. • Know that information can be found on the internet. • Recite cyber safety skills that have been learned in class.
0.0	<p>Even with help, no success</p>

Course Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • 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.
Struggling Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
English Language Learners	<ul style="list-style-type: none"> • 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 video tutorials.
Special Needs Learners	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP9. Model integrity, ethical leadership and effective management.

International Society for Technology in Education, Inc. (ISTE)

ISTE Standards Incorporated:

2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Unit Title: Educational Technology**Unit Description:**

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. Students will become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.

Unit Duration: 4-6 Weeks

Desired Results

Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Indicators:**Gr. K-2**

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.

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

Gr. 3-5

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

Understandings:

Students will...

- Understand and use technology systems.
- Identify the basic features of a digital device and explain its purpose.

Essential Questions:

- What are the computer parts and their uses?
- What are the basic technology terms?
- How do you navigate software?

Assessment Evidence

Performance Tasks:

Grade K:

- a. Begin to identify parts of a computer – specifically mouse, keyboard, monitor
- b. Begin to understand how to navigate the computer
- c. Begin to discuss basic computer vocabulary
- d. Begin to use a mouse to point, point and click, click and drag, drag and drop
- e. Introduce Basic troubleshooting- volume, maximizing the screen, etc.

Grade 1:

- a. Develop understanding of parts of a computer - central processing unit, printer, speakers, microphone, etc.
- b. Practice how to navigate the computer
- c. Develop understanding of basic computer vocabulary
- d. Develop using a mouse to point, point and click, click and drag, drag and drop
- e. Log on and off of the computer – introduce backspace key
- f. Develop Basic troubleshooting- volume, logging in, etc.
- g. Learn how to log into Star/AR

Grade 2:

- a. Securely identify main parts of a computer
- b. Develop how to navigate the computer
- c. Reinforce logging on and off the computer

Other Evidence:

Classwork/Activities/Projects

Independent practice on activities and assignments

Rubric

Observation

Group cooperation and interaction

Participation in class discussions

<p>d. Continue to develop Basic Troubleshooting e. Develop understanding Basic Computer Vocabulary f. Develop navigational skills to take online assessments ex: STAR/AR</p> <p>Grade 3:</p> <p>a. Identify parts of a computer (focus: hardware & introduce software) b. Securely navigate the computer c. Practice Basic troubleshooting d. Continue to develop computer vocabulary e. Develop navigational skills to take online and digital assessments (STAR, AR & State Assessment) f. Introduce Office 365 Login and Dashboard</p> <p>Grade 4:</p> <p>a. Identify parts of a computer (focus: hardware & software) b. Practice Basic troubleshooting c. Understand computer vocabulary d. Develop navigational skills to take online and digital assessment – State Assessment, STAR, etc. e. Develop Office 365 navigation</p> <p>Grade 5:</p> <p>a. Identify parts of a computer (focus: input and output) b. Securely understand Computer Vocabulary c. Develop navigational skills for online and digital assessments (STAR, State Assessments, etc.) d. Develop Office 365 Navigation</p>	
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Benchmarks:

- Grade K Common Benchmark: Students identify mouse, keyboard, and monitor.
- Grade 1 Common Benchmark: Students identify basic features of a computer system by correctly matching computer parts to key words.
- Grade 2 Common Benchmark: Students identify basic features of a computer system by correctly matching computer parts to key words.
- Grade 3 Common Benchmark: Students will be able to correctly identify computer parts using an online testing form.
- Grade 4 Common Benchmark: Students will be able to correctly identify computer parts using an online testing form.

Learning Plan

Learning Activities:

- Grade K:
- Students will use various resources to become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.
 - Sample activities are websites such as abcya.com, starfall.com, Tumblebooks, Blendspace units including identification/matching of basic computer parts, Brittany Washburn’s mouse and keyboard activities, etc.
 - Identify parts of a computer – specifically mouse, keyboard, monitor
 - Begin to understand how to navigate the computer
 - Understand basic computer vocabulary
 - Use a mouse to point, point and click, click and drag, drag and drop
 - Basic troubleshooting- volume, maximizing the screen, etc.
- Grade 1:
- Students will use various resources to become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.
 - Sample activities are websites such as abcya.com, starfall.com, Tumblebooks, Blendspace units including identification/matching of basic computer parts, Brittany Washburn’s mouse and keyboard activities, etc.
 - Identify parts of a computer – hardware
 - Navigate the computer
 - Understand basic computer vocabulary
 - Use a mouse to point, point and click, click and drag, drag and drop

Log on and off of the computer – introduce backspace key
Basic troubleshooting- volume, logging in, etc.
Learn to log into Star/AR

Grade 2:

- Students will use various resources to become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.
- Sample activities are websites such as abcya.com, starfall.com, Tumblebooks, Blendspace units including identification/matching of basic computer parts, Brittany Washburn’s computer vocabulary games, etc.

Identify parts of a computer
Navigate the computer
Reinforce logging on and off the computer
Basic Troubleshooting
Understand Basic Computer Vocabulary
Develop navigational skills to take online assessments ex: STAR/AR

Grade 3:

- Students will use various resources to become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.
- Sample activities are websites such as abcya.com, Blendspace units including identification/matching of basic computer parts, O365 Intro PPT, NJSLA practice tests/tools, Brittany Washburn’s technology vocabulary games, etc.

Identify parts of a computer (hardware & software)
Navigate the computer
Basic troubleshooting
Understand computer vocabulary
Develop navigational skills to take online and digital assessments (STAR, AR & State Assessment)
Introduce Office 365 Login and Dashboard

Grade 4:

- Students will use various resources to become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.
- Sample activities are websites such as abcya.com, Blendspace units including identification/matching of computer parts, O365 Intro PPT, NJSLA practice tests/tools, Brittany Washburn’s technology vocabulary games, etc.

Identify parts of a computer (hardware & software)
Navigate the computer
Basic troubleshooting
Understand computer vocabulary
Develop navigational skills to take online and digital assessment – State Assessment, STAR, etc.
Develop O365 navigation

Grade 5:

- Students will use various resources to become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.
- Sample activities are websites such as abcya.com, Blendspace units including identification/matching of computer parts, O365 Intro PPT, NJSLA practice tests/tools, Brittany Washburn’s technology vocabulary games, etc.

Identify parts of a computer (focus: input and output)
Navigating the Computer
Basic troubleshooting
Understand Computer Vocabulary
Develop navigational skills for online and digital assessments (STAR, State Assessments, etc.)
Develop Office 365 Navigation

Resources:

Grade K-1:

Sample activities:

[Intro to the Mouse](#)

[AbcMouse- Mouse and Pointer Tutorial](#)

[Make a Cupcake](#)

[Computer Parts Matching Game](#)

[B. Washburn's Mouse Practice](#)

Grade 2:

Sample activities:

[Computer Parts Lesson- 2nd Grade](#)

[Bees and Honey Mouse Practice](#)

[Parts of the Computer Blendspace](#)

[B. Washburn's Computer Vocabulary Game](#)

Grade 3:

Sample activities:

[Parts of the Computer Blendspace- 3rd Grade](#)

[Office 365 PowerPoint](#)

[Abcya- Find the Technology](#)

Grade 4:

Sample activities:

[Parts of the Computer Blendspace- 4th Grade](#)

[Office 365 PowerPoint](#)

[Abcya.com- Input & Output Devices](#)

[B. Washburn's Vocabulary Review](#)

Grade 5:

Sample activities:

[Parts of the Computer Blendspace- 5th Grade](#)

[Office 365 PowerPoint](#)

[Abcya.com- Input & Output Devices](#)

[B. Washburn's Vocabulary Test](#)

Interdisciplinary Connections

Indicators:

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

CRP2. Apply appropriate academic and technical skills.

CRP1. Act as a responsible and contributing citizen and employee.

CRP11. Use technology to enhance productivity.

Course Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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.
Struggling Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
English Language Learners	<ul style="list-style-type: none"> • 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 video tutorials.
Special Needs Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Unit Title: Financial Literacy**Unit Description:**

- This unit introduces and then builds upon the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- It also begins to bring awareness to the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Unit Duration: 6 weeks**Desired Results****Standard(s): 9.1 Personal Financial Literacy****Content Area: 21st Century Life and Careers****Strand A: Income and Careers****Strand B: Money Management****Strand C: Credit and Debit Management****Strand D.: Planning, Saving, and Investing****Strand E: Becoming a critical consumer****Strand F: Civic Financial Responsibility****Strand G: Insuring and Protecting****Standard(s): 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION****Content Area: 21st Century Life and Careers****Strand A.: Career Awareness****Indicators:**

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

9.1.4.A.3 Explain how income affects spending and take-home pay.

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to "invest".

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchase decisions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Understandings:

Students will understand that...

- There is a difference between a career and a job, and be able to identify various jobs in the community and the related earnings.
- There are a variety of potential sources of income.
- Income affects spending and take-home pay.
- There are financial wants and needs.
- There are age-appropriate financial goals.
- It is important to have a budget.
- There are common household expenses and sources of income.
- There are ways to save and earn.
- People borrow money and that there is a relationship between credit and debits.
- There are common sources and types of credit.
- There are advantages and disadvantages of having credit and debit cards.
- There is a relationship between income, expenses, and interest.
- There is a relationship between personal responsibility and borrowing and lending.
- There are ways to avoid credit problems.
- There are various ways to save and invest and distinguish between the two.
- There are factors that influence consumer decisions related to money.
- They must apply comparison shopping skills to purchasing decisions.
- There are individual and community financial obligations.
- Philanthropy, volunteer service, and charitable contributions have an impact on community development and quality of living.
- Valuable items can get lost or damaged and that there are ways to protect them.

Essential Questions:

- What is the difference between a career and a job?
- What is the difference in potential salary for different types of jobs?
- What are some potential sources of income?
- How does income affect spending and take-home pay?
- What are examples of some financial wants and needs?
- What would be an age-appropriate goal for you?
- What is a budget and why is it important to have one?
- What are some common household expenses, as well as common sources of income?
- How do you save/earn money?
- Why do people borrow money?
- What is the relationship between credits and debits?
- What are common sources and/or types of credit?
- What are the advantages and disadvantages of having credit and debit cards?
- What is the relationship between income, expenses, and interest?
- How can you be responsible for your own personal borrowing and lending?
- How can you avoid credit problems?
- Why should you save or invest money and how do you do it?
- What are the factors that influence consumer decisions related to money?
- How do shopping skills compare with purchasing decisions?
- What are some financial obligations that you might have as an individual?
- What are some financial obligations that you might find in a community?
- How might philanthropy, volunteering, and charity impact a community?
- How can you protect items that are valuable to you from being lost or damaged?

Assessment Evidence

Performance Tasks:

Grade K:

- a. Begin to identify coins and their value
- b. Begin to understand what money is
- c. Define what a bank is used for
- d. Explain why people would choose to keep their money in banks
- e. Explain why it is important to save.
- f. Recognize the benefits of saving money at the bank.
- g. Create a plan to save for a designated item.

Grade 1:

- a. Develop understanding of identifying coins and their value
- b. Introduce the difference between goods and services
- c. Introduce the differences between employees and volunteers
- d. Develop sorting and organizing money

Grade 2:

- a. Practice identifying and counting
- b. Identify ways to save money
- c. Differentiate between goods and services

Grade 3:

- a. Explain what credit and credit cards are and how they work.
- b. Evaluate how to be responsible with credit cards while using apps.
- c. Differentiate money vs. Credit cards

Grade 4:

- a. Introduce depositing and withdrawing money from a savings account
- b. Introduce the tools that banks use to help you take care of your money

Grade 5:

- a. Understand the relationship between credit and debt
- b. Introduce philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living

Other Evidence:

Teacher Observation; Interactive Online Activities, Response Systems, Voting Technologies; Student Self-Assessments; Rubrics

Benchmarks:

Performance scales; Rubrics

Class discussion (knowledge of personal finance vocabulary when communicating)

Learning Plan

Learning Activities:

The student learning activities will consist of interactive online lessons that the students will complete related to topics such as the following:

- Financial wants and needs
- Saving, earning, and investing
- Credit vs. Debt
- The difference between a job and a career
- The comparison between Shopping skills and purchasing decisions
- What a budget is
- How charity and volunteering affect the community

Grade K:

- Students will be introduced to the different coins and their names and values.
- Students will be able to draw something that they would want to save money for.
- Students will play games such as “Learning Coins” on ABCYa to identify coins and their worth.
- Students will watch video about earning and saving money and then discuss concepts such as wants and needs and saving and spending in video.

Grade 1:

- Students will identify the difference between goods and services and what each of them are.
- Define what it means to sell goods and services.
- Students will differentiate between employees and volunteers.
- Students will learn how to sort and organize money.

Grade 2:

- Students will practice identifying, counting and saving money while learning fun facts about U.S. currency through “Peter Pig’s Money Counter”
- Students will be able to count money using online games such as “Break the Bank – Counting Money” on ABCYa.com.
- Practice differentiating between goods and services using online games on EconEdLink.

Grade 3:

- Students will practice identifying, counting and saving money through online games such as “Fruit Splat Coins” (Sheppardsoftware.com).
- Students will engage in a virtual environment such as “Money Metropolis” to practice making life decisions that will affect whether their virtual bank accounts shrink or grow.
- Students will differentiate between using money versus using credit cards for purchases.

Grade 4:

- Students will deposit and withdraw money from a savings account depending on scenarios using the “Clickety Clack, Let’s Keep Track” game.
- Students will work through the “Savings and Checking Guide” to learn about tools that banks give you to help you take care of your money.

Grade 5:

- Students will be introduced to why people borrow money and the relationship between credit and debt using the “Credit and You” course.
- Introduce philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living using videos.

Resources:

Grade K:

<http://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf>

https://www.abcya.com/games/learning_coins

[Berenstein Bears and Trouble with Money](#) video

Grade 1:

<https://nearpod.com/s/social-studies/kindergarten/goods-and-services-L32686062>
<https://www.econedlink.org/resources/bad-kitty-gets-good-goods-and-services/?view=teacher>
https://www.abcya.com/games/break_the_bank_sorting

Grade 2:

https://www.practicalmoneyskills.com/play/peter_pigs_money_counter#id_1571248863022
<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=180>
<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=101>
<https://youth.handsonbanking.org/courses/elementary-school-you-and-your-money/>

<https://nearpod.com/s/social-studies/kindergarten/goods-and-services-L32686062>
https://www.abcya.com/games/break_the_bank_counting

Grade 3:

https://www.practicalmoneyskills.com/play/money_metropolis#
http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_Shoot_coins.htm
<https://youth.handsonbanking.org/courses/elementary-school-budgeting/>
<https://www.econedlink.org/resources/cybersecurity-and-personal-finance-appily-ever-after/>

Grade 4:

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=118>
<https://youth.handsonbanking.org/courses/elementary-school-savings-and-checking-guide/>

Grade 5:

https://youth.handsonbanking.org/courses/elementary-school-credit-and-you/?lesson=vP_qLpkIfxIDJu5yQtyzhy0IDl8xZx16
<https://www.financialfootball.com/play/>
<http://www.financialsoccer.com/play/>
https://www.youtube.com/watch?time_continue=102&v=MIf-Em7dmvw
<https://www.nationalservice.gov/serve-your-community/mlk-day-service>

Additional Resources:

<http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html>
<https://www.fdic.gov/consumers/consumer/moneysmart/young.html>
<https://dfi.wa.gov/financial-education/educators/online-games-and-apps>
<http://www.scholastic.com/browse/article.jsp?id=3757932>
<https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/>
<https://financeintheclassroom.org/student/activities.shtml>
<http://www.themint.org/try-it/>
<https://financeintheclassroom.org/passport/>
<https://www.state.nj.us/education/aps/cccs/career/resources.htm>
<https://www.econedlink.org/resources/?resources%2F&type%5B%5D=11> (Social Studies Standard 6.1)
https://jumpstartclearinghouse.org/resource/search/results/?grade_levels=1st-grade&grade_levels=2nd-grade&grade_levels=3rd-grade&grade_levels=4th-grade&grade_levels=pre-school-kindergarten&page=1&page_size=8&price_high=1000&price_low=0
https://www.practicalmoneyskills.com/teach/lesson_plans/grades_3_6
<https://www.jumpstart.org/what-we-do/support-education/standards/>

<https://www.getepic.com/app/search> (use the search word "money")

Give, Save, and Spend with the Three Little Pigs book

Uncle Jed's Barber Shop book

Unit 4 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

NJSLS; Standard 9.1: 9.1.4.A.1; 9.1.4.A.2; 9.1.4.A.3; 9.1.4.B.1; 9.1.4.B.2; 9.1.4.B.3; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5; 9.1.4.C.6; 9.1.4.D.1; 9.1.4.D.2; 9.1.4.D.3; 9.1.4.E.1; 9.1.4.E.2; 9.1.4.F.1; 9.1.4.F.2; 9.1.4.G.1

NJSLS; Standard 9.2: 9.2.4.A.1; 9.2.4.A.2; 9.2.4.A.3; 9.2.4.A.4

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Design a poster to encourage good decision making when borrowing for wants and needs (establish a clear understanding of good debit versus bad debit, ie: mortgage/auto loan, college loan versus credit card purchases). • Compare and contrast types of credit and the advantages and disadvantages of using each. Create a chart to compare/contrast the impact of a person's credit score when borrowing from financial institutions (create amortization schedule showing cost benefit analysis of interest rates) • Research institutions such as St. Jude's Foundation, SPCA, Go Fund Me, Ronald McDonald House and describe their contributions to society. Explain the roles of philanthropy, volunteering, and charity and tell the impact they have on a community. • Navigate a multi-dimensional online simulation, such as PracticalMoneySkills.org: Money Metropolis, to simulate how life decisions affect virtual bank accounts shrinking or growing. Completing tasks like raking leaves, mowing lawns and babysitting adds money to their virtual accounts that can be saved or spent in a virtual world. • Role play: insurance salesperson and client- develop a skit that shows how risk management decision making is essential to successfully managing major life events. (alternate- view insurance commercials showing impact of life changing events such as State Farm, Allstate, etc. And compare contrast advantage/disadvantages of risk management decisions) • In small groups, play a board game like <u>Monopoly</u> or <u>Life</u> to compare/contrast how individual decision-making affects his/her outcome.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different sources of income • Explain how income affects spending and take-home pay • Explain the difference between a job and a career • Distinguish between saving and investing • Identify age-appropriate financial goals • Apply comparison shopping skills to purchasing decisions • Determine personal responsibility related to borrowing and lending • Identify how jobs and careers can relate to likes and dislikes • Explain why skills learned in elementary school can lay the foundation for future academic and career success • Identify various life roles and work-related activities in the school, home, and community
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify a financial need and a want • Demonstrate basic concepts of saving and spending • Demonstrate how to protect items from being damaged or lost • Explain why people work and that there are different types of work
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

Course Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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.
Struggling Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
English Language Learners	<ul style="list-style-type: none"> • 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 video tutorials.
Special Needs Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

NJSLS Standard Social Studies 6.1 U.S. History: America in the World:

Strand C: Economics, Innovation, and Technology

**6.1.4.C.1; 6.1.4.C.2; 6.1.4.C.3; 6.1.4.C.4; 6.1.4.C.5; 6.1.4.C.6; 6.1.4.C.10; 6.1.4.C.11;
6.1.4.C.13**

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP10. Plan education and career paths aligned to personal goals.

Unit Title: Integrated Keyboarding

Unit Description: Knowing how to keyboard correctly 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.

Unit Duration: 6 Weeks and Ongoing

Desired Results

Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Indicators:

Grades K-2:

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

Grades 3-5:

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

8.1.5.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

Understandings:

Students will understand that...

- Proper finger placement is important for accurate keyboarding
- Typing speed and accuracy is a critical life skill
- Memorization of key locations aid speed

Essential Questions:

- Why is proper finger placement on the keyboard important?
- How will proper keyboarding prepare you for college and career readiness?
- How does key memorization improve your words per minute fluency and speed?

Assessment Evidence

Performance Tasks:

Grade K:

- a. Letter recognition
- b. Understand proper posture while keyboarding.
- c. Use two hands to properly keyboard.
- d. Locate and use the spacebar.

Grade 1:

- a. Letter recognition
- b. Become familiar with key location, arrow keys, enter, and number keypad
- c. Use two hands to keyboard, dividing into left and right zones - learn home row keys
- d. Use proper keyboarding posture and techniques

Grade 2:

- a. Introduce the home row keys
- b. Introduce keyboarding program
- c. Become familiar with key location, space bar, enter/return, shift keys, backspace, and delete
- d. Use two hands to keyboard, dividing into left and right zones
- e. Use proper keyboarding posture

Other Evidence:

Classwork/Activities/Projects
 Independent practice and assignments
 Rubric
 Observation
 Group cooperation and interaction
 Participation in class discussions

Grade 3:

- a. Become familiar with key location, Tab, Control, Escape, Caps lock, Functions Keys
- b. Begin to use proper home row finger placement and type using left and right hands
- c. Use proper keyboarding posture and techniques using the home row keys
- d. Introduce Words Per Minute and Achievement Expectations for typing program

Grade 4:

- a. Reinforce proper keyboarding techniques and keyboard shortcuts
- b. Increase proficiency with key location and special keys
- c. Use proper home row finger placement and develop typing skills without looking at the keyboard
- d. Develop efficient use the home row keys
- e. Use proper keyboarding posture and techniques
- f. Increase speed and accuracy
- g. Reinforce WPM and achievement expectations for the typing program

Grade 5:

- a. Increase proficiency with key location and special keys
- 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
- f. Reinforce WPM and achievement expectations for typing program

Benchmarks:**Beginning Grade K through Grade 1 Common Benchmark:**

Students show timely progression in activities and lessons in structured keyboarding software such as Dance Mat typing and Jungle Junior.

Grade 2 Common Benchmark:

Students show timely progression in activities and lessons in structured keyboarding software such as Typing.com.

Grade 3 Common Benchmark:

Students show timely progression in typing lessons and typing timed tests in structured keyboarding software such as Typing.com.

Grade 4 Common Benchmark:

Students show timely progression in typing lessons and typing timed tests in structured keyboarding software such as Typing.com.

Grade 5 Common Benchmark:

Students show timely progression in typing lessons and typing timed tests in structured keyboarding software such as Typing.com.

Learning Plan

Learning Activities:

Grade K:

Students will use various lesson tutorials and typing programs to practice the performance tasks listed above. Sample activities include:

- Jungle Junior/Typing Club – practice letter recognition and finger placement
- Dance Mat Typing – introduction to the home row keys

Grade 1:

Students will use various lesson tutorials and typing programs to practice the performance tasks listed above. Sample activities include:

- Boowa and Kwala Activities – practice using the arrow keys
- Keyboard Kid Video – practice identifying special keys on the keyboard
- Dance Mat Typing – practice using the home row keys while learning two new letter keys per week including common punctuation i.e. comma, period, apostrophe, backslash
- Keyboarding Games/Activities - practice letter recognition, using the home row keys, and number keypad
- Typing.com - intro to the typing program used in all grade levels

Grade 2:

Students will use various lesson tutorials and typing programs to practice the performance tasks listed above. Sample activities include:

- Typing Tutorial Home Row Keys – practice using the home row keys
- Finger Placement – practice using the correct finger placement for the home row keys, practice jumping up and down to reach for keys outside of the home row
- Keyboarding Posture and Reminders – practice sitting with backs straight, eyes on the monitor, fingers slightly curved on the home row keys, feet flat on the floor
- Typing.com - practice keyboarding through beginner, intermediate, and advanced lessons with engaging activities for all students
- Drag and Drop Letter Placement Activity – practice dragging and dropping the scrambled keys back to their home base
- The Shift Key – practice using both pinky fingers to reach for the Shift key on either the left or right side of the keyboard to make an uppercase letter.
- Adventures in Keyboarding Activity – practice spelling words to match the simple pictures while using the correct finger placement on the keyboard
- The Keyboard Challenge – practice placing the scrambled keys back to their home base
- Other Keyboarding Practice Activities – Typing Rocket Junior, Home Keys Kenny, Keyboarding Zoo, Keyboarding Zoo 2, Typing Race

Grade 3:

Students will use various lesson tutorials and typing programs to practice the performance tasks listed above. Sample activities include:

- Finger Placement – practice using the correct finger placement for the home row keys, practice jumping up and down to reach for keys outside of the home row
- Keyboarding Posture and Reminders – practice sitting with backs straight, eyes on the monitor, fingers slightly curved on the home row keys, feet flat on the floor
- Typing.com - practice keyboarding through beginner, intermediate, and advanced lessons with engaging activities for all students and give students the opportunity to view their progress through weekly timed tests
- Keyboarding Finger Matching Activity – practice matching the letter to the finger used to type it
- Using the Caps Lock key Video – learning about when it is appropriate to use the Caps Lock key rather than the Shift key
- Special Keys Activity – define the function of each special key and practice using them by labeling the blank special keys on a keyboard
- Other Keyboarding Practice Activities – Launch Key, Keyboard Challenge, Key Man, Key Bricks, Popcorn Typer, Typing Asteroids

Grade 4:

Students will use various lesson tutorials and typing programs to practice the performance tasks listed above. Sample activities include:

- Finger Placement – practice using the correct finger placement for the home row keys, practice jumping up and down to reach for keys outside of the home row
- Keyboarding Posture and Reminders – practice sitting with backs straight, eyes on the monitor, fingers slightly curved on the home row keys, feet flat on the floor
- Typing.com - practice keyboarding through beginner, intermediate, and advanced lessons with engaging activities for all students and give students the opportunity to view their progress through weekly timed tests
- Using the Caps Lock key Video – learning about when it is appropriate to use the Caps Lock key rather than the Shift key
- Special Keys Activity – define the function of each special key and practice using them by labeling the blank special keys on a keyboard
- Other Keyboarding Practice Activities – Keyboard Challenge, Sky Chase, Words Per Minute, Alpha Quick, Alpha Scramble, Popcorn Typer

Grade 5:

Students will use various lesson tutorials and typing programs to practice the performance tasks listed above. Sample activities include:

- Finger Placement – practice using the correct finger placement for the home row keys, practice jumping up and down to reach for keys outside of the home row
- Keyboarding Posture and Reminders – practice sitting with backs straight, eyes on the monitor, fingers slightly curved on the home row keys, feet flat on the floor
- Typing.com - practice keyboarding through beginner, intermediate, and advanced lessons with engaging activities for all students and give students the opportunity to view their progress through weekly timed tests
- Special Keys Extension Activity – define the function of each special key and practice using them by labeling the blank special keys on a keyboard
- Keyboarding Shortcuts – introduce and practice using keyboarding shortcuts through different MW documents, and PowerPoint presentations
- Function Key Activity – identify the uses of the function keys and practice using them by matching them with the correct meaning
- Other Keyboarding Practice Activities - Keyboard Challenge, Sky Chase, Words Per Minute, Alpha Quick, Alpha Scramble, Popcorn Typer, Launch Key

Resources:**Grade K Sample Activities:**

[Jungle Junior/Typing Club](#)

[Dance Mat Typing](#)

Grade 1 Sample Activities:

[Boowa and Kwala Activities](#)

[Keyboard Kid Video](#)

[Dance Mat Typing](#)

Keyboarding Activity Samples – [Keyboard Climber](#), [Big Brown Bear](#), [Jump Key](#), [Typing Rocket Junior](#)

[Typing.com](#)

Grade 2 Sample Activities:

[Keyboarding Blendspace](#)

Grade 3 Sample Activities:

[Keyboarding Blendspace](#)

Grade 4 Sample Activities:

[Keyboarding Blendspace](#)

Grade 5 Sample Activities:

[Keyboarding Blendspace](#)

Unit 5 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 8.1.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. (Primary K-2)

Goal: Students will be able to keyboard using proper finger placement and posture while increasing fluency with repeated opportunity to practice.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Type 10 or more Words Per Minute • Keep their eyes on the monitor while completing Typing.com lessons and timed tests • Use home row finger placement when completing any computer activity • Locate and know when to use all the Special Keys (space, enter, shift, backspace, caps lock, tab, and delete)
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Place their hands on the home row keys independently • Keep their eyes on the monitor when completing Typing.com lessons and timed tests • Use the proper fingers to hit the proper keys when keyboarding • Type at least 5 Words Per Minute • Use proper keyboarding posture when they type • Locate and know when to use the following Special Keys (space, enter, shift, backspace, and caps lock)
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Generally, keep their eyes on the monitor when completing Typing.com lessons and timed tests • Find the basic special keys (space, enter, shift, and backspace) • Place their fingers on the home row keys with help or reminders • Know the difference between good and bad posture while properly typing on the keyboard
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <ul style="list-style-type: none"> • Find keys on the keyboard when they are allowed to look at the keyboard • Can sit in a chair while working on the computer • Know there is a home row on the computer
0.0	<p>Even with help, no success</p>

<p>Standard(s): 8.1.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. (Intermediate 3-5)</p> <p>Goal: Students will be able to keyboard using proper finger placement and posture while increasing fluency with repeated opportunity to practice.</p>	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Type 10 or more Words Per Minute • Keep their eyes on the monitor while completing Typing.com lessons and timed tests • Use home row finger placement when completing any computer activity • Locate and know when to use all the Special Keys (space, enter, shift, backspace, caps lock, tab, and delete)
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Place their hands on the home row keys independently • Keep their eyes on the monitor when completing Typing.com lessons and timed tests • Use the proper fingers to hit the proper keys when keyboarding • Type at least 5 Words Per Minute • Use proper keyboarding posture when they type • Locate and know when to use the following Special Keys (space, enter, shift, backspace, and caps lock)
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Generally, keep their eyes on the monitor when completing Typing.com lessons and timed tests • Find the basic special keys (space, enter, shift, and backspace) • Place their fingers on the home row keys with help or reminders • Know the difference between good and bad posture while properly typing on the keyboard
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <ul style="list-style-type: none"> • Find keys on the keyboard when they are allowed to look at the keyboard • Can sit in a chair while working on the computer • Know there is a home row on the computer
0.0	<p>Even with help, no success</p>

Course Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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.
Struggling Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
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Special Needs Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Integration of 21st Century Skills

Indicators:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Unit Title: Word Processing/Multimedia

Unit Description: 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.

Unit Duration: 6 Weeks (4th Grade – 10-12 weeks because of

Desired Results

Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Indicators:

Gr. K-2

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

Gr. 3-5

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

Understandings:

Students will understand that...

- Computers can be used to create documents, presentations, and spreadsheets.
- Computers can help communicate thoughts and ideas and create/knowledge with others.

Essential Questions:

- How do computers help students to create documents, presentations, and spreadsheets?
- How do students use the computer to create original works?

Assessment Evidence

Performance Tasks:

Grade K:

- a. Type first and last name
- b. Insert a space between words
- c. Cursor placement using mouse and/or arrow keys

Grade 1:

- a. Use "Enter/Return" key to create a new line
- b. Type the letters of the alphabet and numbers
- c. Select and highlight with a mouse
- d. Use backspace key
- e. Create the "Make a ... Project" multimedia project

Grade 2:

- a. Insert a space between words
- b. Cursor placement using mouse and/or arrow keys
- c. Backspace Key to edit
- d. Use RETURN/ENTER key to create a new line
- e. Type a simple sentence
- f. Select and highlight with a mouse
- g. Use 'undo' and 'redo'
- h. Create audio recordings of stories, poems
- i. Make A... Projects
- j. Develop Saving Options

Other Evidence:

Classwork/Activities/Projects

Independent practice on activities and assignments

Rubric

Observation

Group cooperation and interaction

Participation in class discussions

<p>Grade 3:</p> <ol style="list-style-type: none"> a. Type simple paragraphs b. Use keyboard shortcuts and copy/cut/paste functions c. Use 'undo' and 'redo' d. Format font, justification/alignment e. Insert and format clip art and word art f. Introduce various ways of saving and naming folders <p>Grade 4:</p> <ol style="list-style-type: none"> a. Reinforce saving options and naming folders b. Type simple paragraphs c. Use keyboard shortcuts and copy/cut/paste functions d. Use 'undo' and 'redo' e. Develop various text features skills such as borders, bullets, numbering f. Formatting, justification/alignment g. Insert and format clip art, word art, and photos h. Create audio recordings i. In Presentations, use animations, transitions, sounds, slide design <p>Grade 5:</p> <ol style="list-style-type: none"> a. Type simple paragraphs b. Use keyboard shortcuts and copy/cut/paste functions c. Know and use various text features such as borders, bullets/numbering d. Formatting, justification/alignment e. Page Orientation and Set up; Insert header and footer f. Insert and format clip art, word art and photos from a variety of sources g. Create audio recordings h. In Presentations, use animations, transitions, sounds, slide design i. Create a simple spreadsheet j. Reinforce saving options and naming folders 	
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<p>Benchmarks:</p> <p><u>Grade K Common Benchmark:</u></p> <p>Students will create a word processing document, typing their first and last names and some of their favorite things.</p> <p><u>Grade 1 Common Benchmark:</u></p> <p>Students will create a word processing document, typing their first and last names with proper capitalization and typing upper and lower case letters in alphabetical order (Aa Bb Cc...).</p> <p><u>Grade 2 Common Benchmark:</u></p> <p>Students will create a word processing document, typing their first and last names with proper capitalization and typing sentences, beginning sentences with upper case letters and ending punctuation.</p> <p><u>Grade 3 Common Benchmark:</u></p> <p>Students will use editing tools in a word processing program to use the font color tool to color words and align words (left, right, and center).</p> <p><u>Grade 4 Common Benchmark:</u></p> <p>Students will demonstrate use of formatting and editing tools in word processing and presentation programs.</p> <p><u>Grade 5 Common Benchmark:</u></p> <p>Students will demonstrate use of editing tools in a word processing document.</p>
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Students will create a simple spreadsheet.

Learning Plan

Learning Activities:

Grade K:

- Students will use various Word Processing programs to practice the performance tasks listed above.
Story Maker – practice typing their first and last name, practice writing a short story and drawing a picture to relate to the story.
All About Me – practice writing a story about themselves (first and last name, birthday month, grade level, teacher's name, hobbies, future job, and favorite colors, food, animals).

Grade 1:

- Students will use various Microsoft word templates to practice the performance tasks listed above. Students will have prior knowledge of keyboard keys from the keyboarding unit. Sample activities are:
Type An Answer Activity – practice typing letters to answer questions in a MS Word document
Delete the Extra Words Activity – practice using the backspace key to delete extra words in a MS Word document
Drag and Drop Activity – practice dragging pictures into appropriate boxes in a MS Word document
Font Color Activity – practice highlighting words and using the font color tool to color words in a MS Word document
Type Sentences Activity – practice using the shift key, backspace key, spacebar, and enter key to type sentences in a MS Word document

Grade 2:

- Students will use various Microsoft word templates to practice the performance tasks listed above. Sample activities are:
Undo & Redo Buttons Screencast – watch a tutorial video to learn about undo & redo
Drag & Drop Pictures Activity – practice dragging pictures into appropriate boxes in a MS Word document
Changing Font Activity – practice highlighting words to change font color, size, and style in a MS Word document
All About Me iPhone Activity – practice typing sentences and uploading a picture into a MS Word document

Grade 3:

- Students will use various Microsoft word templates to practice the performance tasks listed above. Sample activities are:
The Ribbon & Tabs Screencast – watch a tutorial video to learn about the ribbon and tabs in MS Word
Undo & Redo Buttons Screencast – watch a tutorial video to reinforce undo & redo
Save and Save As Screencast – watch a tutorial video to learn about Save and Save As
Copy & Paste Activity – practice copying and pasting words into appropriate boxes in a MS Word document
Find the Font Activity – practice highlighting words to change font styles to match the appropriate name
Adding Pictures Activity – practice adding pictures to a MS Word document
Justification Activity – practice moving words right, left, and center in a MS Word document

Grade 4:

- Students will learn about PowerPoint tools and features to complete a PowerPoint project. A Sample project is an "I Am Thankful For" project; sample tutorials for this project go over the following topics:
Changing Font
Design Choices and Adding Slides
Adding and Changing Pictures
Adding Transitions & Animations
How to Present a PowerPoint Slideshow
- Students will use various Microsoft word templates to practice the performance tasks listed above. Sample activities are:
The Ribbon & Tabs Screencast – watch a tutorial video to learn about the ribbon and tabs in MS Word
Undo & Redo Buttons Screencast – watch a tutorial video to reinforce undo & redo
Cut & Paste Activity – practice cutting and pasting words into appropriate boxes in a MS Word document
Changing Fonts Activity – practice highlighting words to change font style, color, size, and to underline words
Spell Check Activity – practice using the spell check feature to fix mistakes in a MS Word document
Bulleted Lists Activity – practice using bullets to create a list in a MS Word document
Clipart Project – practice inserting clipart into appropriate boxes in a MS Word document

Grade 5:

- Students will use various Microsoft word templates to practice the performance tasks listed above. Sample activities are:

The Ribbon & Tabs Screencast – watch a tutorial video to learn about the ribbon and tabs in MS Word
Undo & Redo Buttons Screencast – watch a tutorial video to reinforce undo & redo
Copy, Cut, & Paste Activity – practice copying, cutting, and pasting into appropriate boxes in a MS Word document
Font Formatting Activity – practice the following font formatting: color, center, italics, size, highlight, bold, underline, strikethrough, style, shapes, wordart
Layering Activity – practice layering pictures in a MS Word document

- Students will practice creating a simple spreadsheet to create a chart & graph in MS Excel. Sample activity:
Fill in a Chart & Graph Activity – practice filling in charts on a MS Excel spreadsheet and creating graphs from charts

Resources:

Grade K:

Sample Activities: [Story Maker](#) and [All About Me](#)

Grade 1:

Sample activities: Microsoft Word – Grade 1 Blendspace - https://www.tes.com/lessons/X-4Ht0_up6QuXg

Grade 2:

Sample activities: Microsoft Word – Grade 2 Blendspace - https://www.tes.com/lessons/NB_FeTG1dsSbGQ

Grade 3:

Sample activities: Microsoft Word – Grade 3 Blendspace - <https://www.tes.com/lessons/GacHPDrabl5NIQ>

Grade 4:

Sample activities: “I Am Thankful For” PowerPoint Grade 4 Blendspace -

https://www.tes.com/lessons/ZP5j_qAE85qcvg

Sample activities: Microsoft Word – Grade 4 Blendspace - <https://www.tes.com/lessons/j1XCAMpKTLydKA>

Grade 5:

Sample activities: Microsoft Word & Excel – Grade 5 Blendspace - <https://www.tes.com/lessons/JRKaQdX2xoT0ug>

Unit 6 Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 8.1.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. (Primary K-2)

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why using a computer to type a story has advantages to hand writing one • Evaluate the difference between making a word processing document look attractive or cluttered • Use an appropriate font and size for a project for school • Understand that saving a document is important
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Type and save a document using a word processing application • Format the font, color, and size of the words • Add a picture and format it • Print a document
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Change the font, size, color of a word processing document • Locate a picture to use in my document • Distinguish between the different tools that are located in the tabs
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <ul style="list-style-type: none"> • Know that there are ways to change the writing in a word processing document • Know there is clipart that you add to a document • Know which program to use to type a story • Know that a story has a title, paragraphs, and pictures
0.0	<p>Even with help, no success</p>

Standard(s): 8.1.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. (Intermediate 3-5)

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate which program would be best to accomplish a task • Design an effective PowerPoint presentation to present to the class • Propose different scenarios where a graph can be used • Create a simple database for classroom use
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a presentation software to create slides with pictures, animation, and transitions • Use a graphic organizer to organize information about a problem or issue • Use a database to answer basic questions
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Change the font, size, color of a word processing document • Add a picture and format it • Recognize a graphic organizer as a way to store information more effectively • Know what kind of information can be stored on a database
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p> <ul style="list-style-type: none"> • Know that there are ways to format the writing in a word processing document • Know there are various sources to locate a picture to add to a document • Know what a graphic organizer is • Know which program can be used to create a database, a document, and a slideshow
0.0	<p>Even with help, no success</p>

Course Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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.
Struggling Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
English Language Learners	<ul style="list-style-type: none"> • 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 video tutorials.
Special Needs Learners	<ul style="list-style-type: none"> • 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. • Allow students to work with a partner.
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Integration of 21st Century Skills

Indicators:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Course Modifications for Special Population Students

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