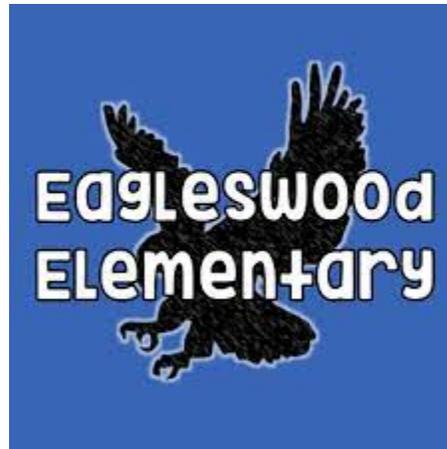


Eagleswood Township Elementary  
School District



Computer Curriculum

Grade 1st

Adopted by the Eagleswood  
Board Of Education  
August 15, 2022

Content Area: Computer Technology  
Grade Level: 1st  
Date Created: August 2022  
Author(s): Heather Wawrzyniak

## Pacing Guide

Unit 1: Review Computer Basics/Mouse Skills	Marking Period 1
Unit 2: Keyboarding/Intro to Word Processing/Spreadsheets/MS Publisher/MS Paint	Marking Period 2
Unit 3: Digital Citizenship/Visual Mapping Basics/Coding	Marking Period 3
Unit 4: Introduction to STEAM	Marking Period 4

## Unit 1- NJSLS - [Computer Science and Design Thinking](#)

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

NJSLS for 21st Century Skills (standard 9)

- CRP2 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- CRP11 Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

NJSLS for ELA

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences,

paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. (Recognize the distinguishing features of a sentence e.g., first word, capitalization, ending punctuation).
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.SL2. Integrate and evaluate the information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

#### NJSLS for Math

- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- MP1 Make sense of problems and persevere in solving them.
- MP5 Use appropriate tools strategically.
- MP6 Attend to precision.

#### NJSLS for Science

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (Excel Hungry Caterpillar)
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and

offspring (Life Cycles)

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents (Farm Animals)

#### NJSLS for Social Studies

- In grades K-4, students learn fundamental concepts about government, citizenship, **geography**, economics, and **history**. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and **how key people and events contributed to the development of the American heritage**. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- 6.1.P.D.3 Express individuality and cultural diversity

## Unit 1

### Central Idea/ Enduring Understanding

Students will...

- Understand proper use and care for the computer and how other technological tools help students to appreciate the value of technology in our lives.
- Understand that a computer is an adaptable tool for organizing information and solving problems that facilitate lifelong learning.
- Technology is constantly changing and requires continuous learning of new skills. Selection of technology should be based on personal and/or career needs assessment.
- Computer is an adaptable tool for organizing information and solving problems that facilitate lifelong learning.
- Selection of technology should be based on personal and/or career needs assessment.

### Guiding Questions

- How does a computer work?
- What a pointer is and how a pointer device (or mouse) is used?
- What is the difference between the left and right side of the mouse?
- What is the function of the right side of the mouse?
- How does a mouse work?
- What objects look like and how to distinguish them.
- How to select items, one at a time.
- How to change from one selection to another.
- Review how to double click.
- How do you to highlight and pressing enter.
- Review basic computer parts.
- Review how does a computer work?
- How can I make use of a computer?
- Review what is the correct behavior for using hardware and software?
- How to identify and care for basic computer components, including the keyboard, mouse, monitor, speakers/headphones, laptop, desktop, ipad, and printer?
- How each basic computer component can be classified as an input device or an output device?

	<ul style="list-style-type: none"> <li>• What are the symbols of technology and how are they used?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Parts of the computer/vocabulary {computer, mouse, keyboard, printer, icon, CPU, application, monitor, headphones, volume control, left button, right button, double click, scroll wheel, font size, font color}</li> <li>• Compare different digital devices and their advantages vs disadvantages</li> <li>• Define products produced by technology or nature</li> <li>• Mouse skills- click, click and drag, drag &amp; drop, scrolling, highlighting, (right click) copy and paste</li> <li>• Identify letters and numbers on the keyboard.</li> <li>• Identify and use the shift key and space bar</li> <li>• Basic computer troubleshooting</li> </ul>	<p><b>Skills (objectives)</b></p> <ul style="list-style-type: none"> <li>• To use a username and password to log on to a network.</li> <li>• Understand correct behavior involved in using a computer.</li> <li>• Identify components of a computer and their uses.</li> <li>• Become familiar with the concept of a processor (CPU)(the brain).</li> <li>• Learn to properly care for a computer.</li> <li>• Learn to identify input, output, and processing devices.</li> <li>• Understands that symbols (icons) can represent functions of technology.</li> <li>• What objects look like and how to distinguish them.</li> <li>• How to select items, one at a time.</li> <li>• How to change from one selection to another.</li> <li>• How to double-click an item.</li> <li>• How to highlight and press enter.</li> <li>• How to use a mouse.</li> <li>• How to move objects (drag and drop and item) from one location to another.</li> <li>• How to distinguish between the right and left side of the mouse.</li> <li>• How to use the scroll wheel to move up or down on a page.</li> </ul>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Project-Based Assessment</li> <li>• Performance Based Assessments</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>• Class-Work Review</li> <li>• Teacher Observation</li> </ul>
<p><b>Learning Opportunities and Strategies</b></p> <ul style="list-style-type: none"> <li>• Explore online learning sites</li> <li>• Practice dexterity and coordination using online tools and games</li> <li>• Drag and Drop activities</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Smartboard/projector</li> <li>• Internet Sites</li> <li>• Application software</li> <li>• Starfall.com</li> <li>• <a href="http://ABCya.com">ABCya.com</a></li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Microsoft Word/Google Docs</li> </ul>

## Unit 2- NJ Student Learning Standards - [Computer Science and Design Thinking](#)

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
- 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### NJSLS for 21st Century Skills (standard 9)

- CRP2 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- CRP11 Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

### NJSLS for ELA

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal

to the senses.

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. (Recognize the distinguishing features of a sentence e.g., first word, capitalization, ending punctuation).
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.SL2. Integrate and evaluate the information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

#### NJSLS for Math

- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- MP1 Make sense of problems and persevere in solving them.
- MP5 Use appropriate tools strategically.
- MP6 Attend to precision.

#### NJSLS for Science

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (Excel Hungry Caterpillar)
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring (Life Cycles)
- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents (Farm Animals)

#### NJSLS for Social Studies

- In grades K-4, students learn fundamental concepts about government, citizenship, **geography**, economics, and **history**. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and **how key people and events contributed to the development of the American heritage**. Exploration of cultural universals enables students to realize how

the availability of resources, the changing environment, and innovation impact everyday life.

- 6.1.P.D.3 Express individuality and cultural diversity

## Unit 2

### Central Idea/ Enduring Understanding

Students will...

- Understand proper use and care for the computer and how other technological tools help students to appreciate the value of technology in our lives.
- Understand that a computer is an adaptable tool for organizing information and solving problems that facilitate lifelong learning.
- Technology is constantly changing and requires continuous learning of new skills. Selection of technology should be based on personal and/or career needs assessment.
- Basic word processing skills are essential for students to manipulate computer programs and applications.
- Spreadsheets are valuable to everyday users, when there is a proficient understanding of its use.

### Guiding Questions

- How to identify and care for basic computer components, including the keyboard, mouse, monitor, speakers/headphones, laptop, desktop, ipad, and printer?
- How each basic computer component can be classified as an input device or an output device?
- What are the symbols of technology and how are they used?
- How to locate all of the letters of the alphabet on the computer keyboard?
- How to change case of letters on the computer keyboard?
- How to locate all of the numbers on the computer keyboard?
- What can spreadsheets be used for?
- How to practice basic word processing by inputting text, moving cursor, adding spaces, and erasing typed information.

### Content

- Mouse Skills- click, click and drag, drag and drop
- Introduce Keyboarding
- Basic computer troubleshooting
- Introduce MS Excel/Google Pages
- Digital to draw

### Skills (objectives)

- Know what objects look like and how to distinguish them.
- Understand the relationship between pressing keys on the keyboard and seeing the letters on the screen.
- Identify and key letters of the alphabet using the keyboard.
- Change the case of letters of the alphabet.
- Use the paint brush, paint bucket, shapes and add color in the Microsoft Paint Program.
- Identify what a spreadsheet is and what are cells, columns, and rows.
- Enter text into a word document and paint program

	<ul style="list-style-type: none"> <li>● Use the cursor on the keyboard.</li> <li>● Use the spacebar on the keyboard.</li> <li>● Use the backspace bar.</li> </ul>
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>● Project-Based Assessment</li> <li>● Self-Assessment</li> </ul>	<b>Other Evidence of Learning</b> <ul style="list-style-type: none"> <li>● Class-Work Review</li> <li>● Teacher Observation</li> </ul>
<b>Learning Opportunities and Strategies</b> <ul style="list-style-type: none"> <li>● Create cards using Microsoft publisher</li> <li>● Formulate sentences using capital letters and punctuation</li> <li>● Use the keyboard to complete various activities to reinforce letter location, number location, space bar, and the backspace key locations.</li> <li>● Copy and paste clip art to word document.</li> <li>● Change font style, size and color using Microsoft Word.</li> <li>● Create graphs in Excel.</li> <li>● Collect and interpret data using Excel.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>● Mouse</li> <li>● Keyboard</li> <li>● Internet</li> <li>● <a href="http://ABCya.com">ABCya.com</a></li> <li>● Smartboard</li> <li>● Microsoft Word/Google Docs</li> <li>● Microsoft Excel/Google Pages</li> <li>● Microsoft Publisher</li> <li>● Application software</li> <li>● Starfall.com</li> <li>● Reading Eggs</li> </ul>

### **Unit 3- NJ Student Learning Standards - [Computer Science and Design Thinking](#)**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
- 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes. •

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

#### NJSLS for 21st Century Skills (standard 9)

- CRP2 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- CRP11 Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

#### NJSLS for ELA

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. (Recognize the distinguishing features of a sentence e.g., first word, capitalization, ending punctuation).
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.SL2. Integrate and evaluate the information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at

a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

NJSLS for Math

- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- MP1 Make sense of problems and persevere in solving them.
- MP5 Use appropriate tools strategically.
- MP6 Attend to precision.

NJSLS for Science

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (Excel Hungry Caterpillar)
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring (Life Cycles)
- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents (Farm Animals)

NJSLS for Social Studies

- In grades K-4, students learn fundamental concepts about government, citizenship, **geography**, economics, and **history**. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and **how key people and events contributed to the development of the American heritage**. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- 6.1.P.D.3 Express individuality and cultural diversity

### Unit 3

**Central Idea/ Enduring Understanding**

Students will...

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and/or career needs assessment.
- Students' ability to understand and use visual mapping software and

**Guiding Questions**

- How to use the basic concepts of visually organizing ideas and the components of visual mapping software.
- What is a network?
- What is the internet?
- Understanding the concept of being online.

<p>applications will assist in their ability to organize and present ideas.</p> <ul style="list-style-type: none"> <li>• Design process and digital tools to generate solutions and make decisions.</li> <li>• Technology use can have positive or negative impact on both users and those affected by their use.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use a username and password to log on to a network.</li> <li>• What privacy issues should be considered when providing information on the World Wide Web.</li> <li>• How do I choose which technological tools to use and when is it appropriate to use them?</li> <li>• How can I transfer what I know to new technological situations/experiences?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Coding</li> <li>• Digital to draw</li> <li>• Locate and Open Programs</li> <li>• Basic Computer Troubleshooting</li> </ul>	<p><b>Skills (objectives)</b></p> <ul style="list-style-type: none"> <li>• Use a username and password to log on to a network.</li> <li>• Understand what is a network?</li> <li>• Understand what is the internet?</li> <li>• To identify the basic components of visual mapping software.</li> <li>• To understand visual mapping software as a way to visualize distance.</li> <li>• Identify resources used to create technological products.</li> <li>• To begin to understand visual mapping software as a way to group ideas.</li> <li>• Explain the importance of safety in the use of technology.</li> </ul>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Open-Ended Problems</li> <li>• Project-Based Assessment</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>• Class-Work Review</li> <li>• Teacher Observation</li> </ul>
<p><b>Learning Opportunities and Strategies</b></p> <ul style="list-style-type: none"> <li>• Online software/games</li> <li>• Hour of code activities</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://ABCya.com">ABCya.com</a></li> <li>• Readingeggs.com</li> <li>• Code.org/Hour of Code</li> <li>• Google Santa Tracker</li> <li>• Google Earth</li> </ul>

<b><u>Differentiation</u> Strategies</b>			
High Achieving Students	On Grade Level Students	Struggling Students	Students with Special Needs
Create a PowerPoint presentation	Differentiate fact from	Offer alternate assessments/	Offer alternate assessments/assignme

<p>summarizing the lesson or introducing a topic</p> <p>Students create a <a href="#">Prezi</a> on a given topic and present it to the class.</p> <p>Differentiate fact from opinion and fix the opinions to make them facts.</p> <p>Use of multiple texts, supplementary materials and computer programs</p> <p>Independent and small group projects chosen by students based on interest</p> <p>Student centered activities with the teacher as a guide</p> <p>Use of <a href="#">Jigsaw</a></p> <p><a href="#">Think. Pair. Share</a></p> <p><a href="#">Carousel</a> activity to review or introduce material</p> <p>Portfolios for Essay</p> <p>Writing <a href="#">E-pals</a> to share essays</p> <p><a href="#">Google Classroom</a></p> <p>Google docs to turn in and complete work</p> <p>Adapt <a href="#">reading levels</a></p>	<p>opinion in the reading.</p> <p>Visual learners create a <a href="#">graphic organizer</a> of the topic.</p> <p>Auditory learners give an oral report.</p> <p>Break some students into reading groups to discuss the assignment.</p> <p>Allow students to read individually if preferred.</p> <p>Use of student created charts and models</p> <p><a href="#">Adaptive</a> assessments that get easier or harder depending on how a student is performing.</p> <p>Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p><a href="#">Think. Pair. Share</a></p> <p>Allow for individual, partner and group work</p> <p><a href="#">Carousel</a> activity to review or introduce material</p> <p><a href="#">Google Classroom</a></p>	<p>assignments</p> <p>Adapt <a href="#">reading levels</a></p> <p>Provide textbooks for visual and word learners.</p> <p>Visual learners create a graphic organizer of the topic.</p> <p>Break some students into reading groups to discuss the assignment.</p> <p>Supply note taking organizers and peer buddies</p> <p>Assign reading partners</p> <p>Choral reading/ answering</p> <p>Supply highlighted texts &amp; worksheets</p> <p><a href="#">Think. Pair. Share</a></p> <p><a href="#">Google Classroom</a></p> <p><a href="#">Carousel</a> activity to review or introduce material</p> <p>Allow students to read individually if preferred.</p> <p>Have students define terms with pictures rather than words.</p> <p>Excel charts to compile information</p> <p><a href="#">Kahoot</a> to introduce/conclude lessons</p>	<p>nts</p> <p>Match vocabulary words to definitions.</p> <p>Read a passage of text and answer related questions.</p> <p>Provide textbooks for visual and word learners.</p> <p>Allow auditory learners to listen to <a href="#">audio books</a>.</p> <p>Give kinesthetic learners the opportunity to complete an interactive assignment online.</p> <p>Visual learners create a <a href="#">graphic organizer</a> of the topic.</p> <p>Break some students into reading groups to discuss the assignment.</p> <p>Allow students to read individually if preferred.</p> <p><a href="#">Funbrain</a>: quizzes/puzzles/games</p> <p><a href="#">Kahoot</a> to introduce/conclude lessons</p> <p>Internet Scavenger Hunts</p> <p><a href="#">Google Classroom</a></p> <p>Google docs to turn in and complete work</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

## Accommodations for Various Learners

### Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Always write assignments on the chalkboard
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Provide individual or study carrel
16. Use color overlays or templates
17. Provide oral reading of test questions in English
18. Provide oral reading of reading passages in English
19. Provide frequent monitored breaks
20. Provide extended time
21. Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

### Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problems solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide specific guidelines for prewriting
8. Provide mnemonic devices
9. Repeat major points of information

10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

**Students listed as Gifted & Talented:**

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

**Students with 504 Plans:**

**Environmental Strategies**

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

**Presentation Strategies**

**Behavioral Strategies**

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skill strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Reinforce self-monitoring and self-recording of behaviors
- Organizational Strategies**
- Model and reinforce organizational systems (i.e. color-coding)
  - Write out homework assignments, check student's recording of assignments
  - Set time expectations for assignments
  - Provide clues such as clock faces indicating beginning and ending times
  - Teach study/organizational skills
- Evaluation Methods**
- Limit amount of material presented on page
  - Provide a sample or practice test
  - Provide for oral testing
  - Provide tests in segments so that student hands in one segment before receiving the next part
  - Provide personal copy of test tools and allow for color-coding/highlighting
  - Adjust time for completion
  - Modify weights of tests when grading

### Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Select alternative textbooks, workbooks, or provide audio books
5. Vary the method of lesson presentation using multi-sensory techniques
6. Provide small group or individual instruction
7. Reinforce the use of compensatory strategies
8. Reinforce self-monitoring and self-reflecting strategies
9. Buddy in class to assist and clarify
10. Actively help students build connections and associations in order to access background knowledge or previously taught information
11. Directly teach learning strategies
12. Repeat major points of information
13. Provide visual cues (posters, number lines, gestures, use of technology)

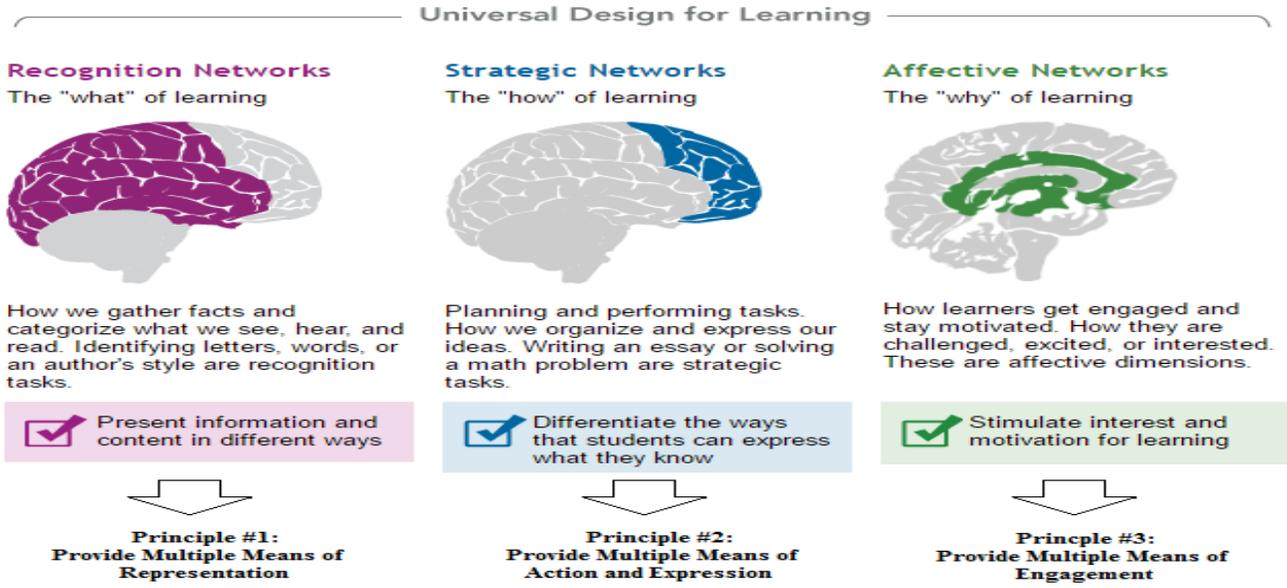
## Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)



Works Consulted

The Technology Curriculum of the following districts were reviewed during the development of this curriculum document:

Mount Olive School District, Mount Olive, NJ

Pemberton School District, Pemberton, NJ

Westampton School District, Westampton, NJ