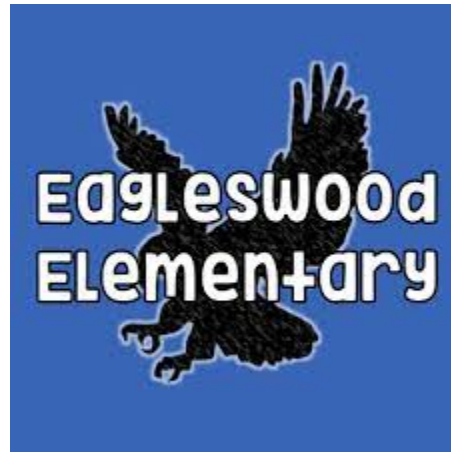


Eagleswood Township Elementary
School District



Computer Curriculum

Grade 5th

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Technology
Grade Level: 5th
Date Created: August 2022
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Pacing Guide

Unit 1: Computer Navigation/Basics, Word Processing, Spreadsheets & Multimedia Presentation	Marking Period 1
Unit 2: Digital Citizenship/Web Browsing	Marking Period 2
Unit 3: Technology Education, Engineering, Design and Computational Thinking	Marking Period 3
Unit 4: STEAM Integration	Marking Period 4

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

NJSLS for Technology

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
- 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals
- 8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

NJSLS for ELA

- NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.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.
- RI.5.2. Determine two or more main ideas of a text and explain how they are

supported by key details; summarize the text.

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- W.5.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

NJSLS for Math

- MP1 Make sense of problems and persevere in solving them.
- MP4 Model with mathematics.
- MP5 Use appropriate tools strategically.
- MP6 Attend to precision.
- 5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left

NJSLS for Science

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- ESS2.A: Earth Materials and Systems

NJSLS for Social Studies

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.P.D.3 Express individuality and cultural diversity

NJSLS for 21st Century Life and Careers (standard 9)

- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- 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.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit 1

Central Idea/ Enduring Understanding

Students will understand...

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and/or career needs assessment.
- A tool is only as good as the person using it.
- Technology use can have positive or negative impact on both users and those affected by their use.
- Navigation tools are convenient ways for users to access and manipulate various computer software, programming, and applications.
- A computer is an adaptable tool for organizing information and solving problems that facilitate lifelong learning.
- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political, and environmental values, and constraints.
- Technology outcomes have the potential for anticipated and unanticipated positive and negative results.

Guiding Questions

- In a world of constant technological change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- What are my responsibilities for using technology?
- What are my responsibilities for using technology?
- What constitutes misuse and how can it best be prevented?
- When are the most sophisticated tools required and when are the simplest tools best?
- Can we control the pace at which technology is created? Should we, even if we can?
- How does technology extend human capabilities?
- What are the positive and negative consequences of technology?
- Should technologies that produce negative impact continue to be used?
- How to use keywords and categories in search engines, It also teaches privacy issues to consider when providing information on the World Wide Web?
- How to identify and use URLs to research information online, and use the navigation buttons?
- How to format table cells in spreadsheet programs by merging cells, applying number formats, aligning cell data, adding borders, indenting data, and coloring cells?

	<ul style="list-style-type: none"> • How to add, insert, and resize columns and rows in spreadsheet tables; sort table information; and use the summation tool. • How can presentation software be used to tell stories and present ideas and information? • How to identify a story's sequence and view slideshow in presentation software? • Set Animation order and timing.
<p>Content</p> <ul style="list-style-type: none"> • Use digital tools to research and evaluate. (8.1.5.E.1) • Basic computer troubleshooting (CRP2) • Microsoft Word/Google Docs (8.1.5.A.2, 8.1.2.A.3,8.1.5.E.2) • Microsoft PowerPoint/Google Slides • Microsoft Excel/Google Pages 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • To navigate through program menus. • To use toolbars. • To use online help and mouse over text. • To select software according to its appropriateness to a task. • Understand the connection between menu icons and toolbar buttons. • Explore software programs. • Additional experience keying letters and learning to form words. • To use basic features of an operating system such as accessing and exiting programs, identifying and selecting a printer • To use computer icons. • To input and access text and data. • To recognize a problem with the hardware or software and how to close and reboot. • Identify which input tools are most useful for certain tasks. • To use basic technology vocabulary. • To perform online searches using search engines search engines. • Perform both real text and keyword searches. • Perform category searches to find information. • To determine the success of a search. • To recognize privacy issues involved with providing personal information on web pages. • Create documents using more than

	<p>one software application.</p> <ul style="list-style-type: none"> ● Create uses print preview to evaluate work progress and final product. ● Consider document design and layout to ensure appropriateness for audience and media. ● Communicate with students from other classes, schools, states or countries. ● How to format cell data, including number, date, and general formats. ● How to use the Sum function. ● How to enter data into a spreadsheet. ● How to use Sort function to organize information in a table. ● Analyze data collected to support scientific research. ● Produce charts from data taken. ● That presentation software is used to make slideshow on a computer. ● That a slide show is made up of a series of slides. ● To navigate through a slide show. ● To add multiple slides to a presentation. ● To choose a specific layout. ● To add a specific background design to slides. ● To add a footer to each slide. ● To use slide preview and other views to evaluate work progress and final product. ● To add animation, sound, transition effects to a slide presentation.
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Open-Ended Problems ● Project-Based Assessment 	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> ● Class-Work Review ● Teacher Observation
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> ● Modeling of task ● Follow multi-step instruction ● Project example ● Direct Instruction 	<p>Resources</p> <ul style="list-style-type: none"> ● Computer Lab ● Multimedia software ● Smart board/projector ● MS PowerPoint/ Google Slides ● Microsoft Publisher/Microsoft Excel, Google Pages ● Google Hangouts, Mystery Hangouts,

Unit 2- NJSLS- Computer Science and Design Thinking

NJSLS for Technology

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
- 8.1.5.AP.2: Create programs that use clearly named variables to store and modify data
- 8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals
- 8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

NJSLS for ELA

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- W.5.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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the place to its left

NJSLS for Science

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- ESS2.A: Earth Materials and Systems

NJSLS for Social Studies

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.P.D.3 Express individuality and cultural diversity

NJSLS for 21st Century Life and Careers (standard 9)

- CRP2. Apply appropriate academic and technical skills.
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- 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.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit 2

Central Idea/ Enduring Understanding

Students will understand...

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and/or career

Guiding Questions

- In a world of constant technological change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new

<p>needs assessment.</p> <ul style="list-style-type: none"> • Technology use can have positive or negative impact on both users and those affected by their use. • Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political, and environmental values and constraints. • Technological outcomes have the potential for anticipated and unanticipated positive and negative results. 	<p>technological situations / experiences?</p> <ul style="list-style-type: none"> • What are my responsibilities for using Technology? • What constitutes misuse and how can it best be prevented? • How can a secure password help you protect your private information? • How do you create a positive online community? • What is spam, and what can you do about it? • How do you cite different types of online sources? • How to use keywords and categories in search engines, It also teaches privacy issues to consider when providing information on the World Wide Web? • How to identify and use URLs to research information online, create and use bookmarks, and use the navigation buttons?
<p>Content</p> <ul style="list-style-type: none"> • Internet Safety/Digital Citizenship/Appropriate Searching (8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4) • Assess the credibility and accuracy of digital content (8.1.5.D.4) • Use digital tools to research and evaluate. (8.1.5.E.1) • Basic computer troubleshooting (CRP2) 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • Identify the characteristics of strong passwords • Apply characteristics of strong passwords to create new passwords • Create secure passwords with their family members • Establish expectations and norms for the group related to appropriate online behavior • Participate responsibly and respectfully in an online community • Collaborate on a classroom motto about digital citizenship • Define what spam is • Explore strategies for safely managing unwanted messages • Identify different forms of spam • Explain the value of giving proper citations

- Name the components of an MLA style citation for different types of websites
- Create MLA style citations for online articles and professional sites
- Recognize that photos can be altered digitally, and consider the upsides and downsides of this practice
- Discuss how photo alteration can distort our perceptions and affect our self-image
- Analyze how advertising uses photo alteration to help sell products.
- To perform online searches using search engines search engines.
- Perform both real text and keyword searches.
- Perform category searches to find information.
- To determine the success of a search.
- To recognize privacy issues involved with providing personal information on web pages.
- Communicate with students from other classes, schools, states or countries.
- Understands networking terminology, such as online and network, LAN and WAN, intranet and Internet.
- Learn the advantages of connecting a computer to a network.
- Learn the concept of and difference between LAN and WAN.
- Learn the concept of and difference between an intranet and the Internet.
- Learn to access remote equipment, such as a printer.
- Learn about intellectual property and ethical use of another's intellectual property
- Learn to perform online searches
- using search engines.
- Learn to perform both real text and keyword searches.
- Learn to perform category searches to

	<p>find information.</p> <ul style="list-style-type: none"> ● Learn to determine the success of a search. ● Recognize the privacy issues involved with providing personal information to web pages
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Open-Ended Problems ● Project-Based Assessment 	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> ● Class-Work Review ● Teacher Observation
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> ● Successful completion of teacher generated project ● Internet Searches 	<p>Resources</p> <ul style="list-style-type: none"> ● Handouts ● Models ● Presentations smartboard/Projector ● Microsoft Word/Google Docs ● Internet

Unit 3- NJSLS- [Computer Science and Design Thinking](#)

NJSLS for Technology

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- NJLSA.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.

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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- W.5.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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NJSLS for Science

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- 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- ESS2.A: Earth Materials and Systems

NJSLS for Social Studies

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.P.D.3 Express individuality and cultural diversity

NJSLS for 21st Century Life and Careers (standard 9)

- CRP2. Apply appropriate academic and technical skills.
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- CRP9. Model integrity, ethical leadership and effective management.

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

Unit 3

Central Idea/ Enduring Understanding

Students will understand...

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and/or career needs assessment.
- Technology use can have positive or negative impact on both users and those affected by their use.
- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political, and environmental values and constraints.
- Technological outcomes have the potential for anticipated and unanticipated positive and negative results.
- Technology products and systems impact every aspect of our world.
- Design Process provides a means of converting resources into products and systems.
- Producers and consumers in the designed world have different perspectives.

Guiding Questions

- In a world of constant technological change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- What are my responsibilities for using technology?
- What constitutes misuse and how can it best be prevented?
- How does technology extend human capabilities?
- What are the positive and negative consequences of technology?
- Should technologies that produce negative impact continue to be used?
- How does the design world work/what is the design process?
- How can producers and consumers in the designed world work together?
- How do available resources contribute to design process?
- How do available resources contribute to design process?

Content

- Basic computer troubleshooting (CRP2)
- Technology is created through design process
-

Skills (objectives)

- Investigate factors that influence the development and function of technology products and systems.
- Explain the purpose of system and subsystem.

	<ul style="list-style-type: none"> • Discuss roles of producers and consumers • Discuss disposal of technology and effects on the environment. • Discuss positive/negative effects of products on living creators and the environment. • Discuss roles of producers and consumers. •
Performance Tasks <ul style="list-style-type: none"> • Open-Ended Problems • Project-Based Assessment 	Other Evidence of Learning <ul style="list-style-type: none"> • Class-Work Review • Teacher Observation
Learning Opportunities and Strategies <ul style="list-style-type: none"> • Ozobots • Bitsbox • Hour of Code • Google CS First 	Resources <ul style="list-style-type: none"> • Handouts • Models • Presentations • Technology/engineering websites • Smartboard/projector

Differentiation Strategies			
High Achieving Students	On Grade Level Students	Struggling Students	Students with Special Needs
<p>Create a PowerPoint presentation summarizing the lesson or introducing a topic</p> <p>Students create a Prezi 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</p>	<p>Differentiate fact from opinion in the reading.</p> <p>Visual learners create a graphic organizer 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>Adaptive assessments</p>	<p>Offer alternate assessments/ assignments</p> <p>Adapt reading levels</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</p>	<p>Offer alternate assessments/ assignments</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 audio books.</p> <p>Give kinesthetic learners the opportunity to complete an interactive</p>

<p>by students based on interest</p> <p>Student centered activities with the teacher as a guide</p> <p>Use of Jigsaw</p> <p>Think. Pair. Share</p> <p>Carousel activity to review or introduce material</p> <p>Portfolios for Essay</p> <p>Writing E-pals to share essays</p> <p>Google Classroom</p> <p>Google docs to turn in and complete work</p> <p>Adapt reading levels</p>	<p>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>Think. Pair. Share</p> <p>Allow for individual, partner and group work</p> <p>Carousel activity to review or introduce material</p> <p>Google Classroom</p>	<p>organizers and peer buddies</p> <p>Assign reading partners</p> <p>Choral reading/ answering</p> <p>Supply highlighted texts & worksheets</p> <p>Think. Pair. Share</p> <p>Google Classroom</p> <p>Carousel 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>Kahoot to introduce/conclude lessons</p>	<p>assignment online.</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>Allow students to read individually if preferred.</p> <p>Funbrain: quizzes/puzzles/games</p> <p>Kahoot to introduce/conclude lessons</p> <p>Internet Scavenger Hunts</p> <p>Google Classroom</p> <p>Google docs to turn in and complete work</p>
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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 the 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 problem 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 advanced 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

- 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"

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
- 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

- Reinforce study skill strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- 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.

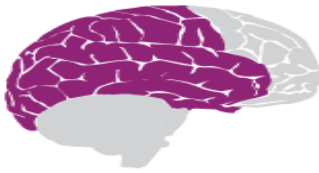
[The Difference Between UDL and Traditional Education](#)

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

Universal Design for Learning

Recognition Networks

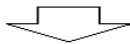
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:
Provide Multiple Means of
Representation**

Strategic Networks

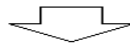
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:
Provide Multiple Means of
Action and Expression**

Affective Networks

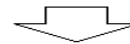
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning



**Principle #3:
Provide Multiple Means of
Engagement**

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