

Kittatinny Regional Consortium

K-6 Technology Curriculum

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Revised 4/30/13

Board of Education Approval: _____

KITTATINNY REGION
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[rev. 4/30/13]

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SECTION 1

NARRATIVES

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Philosophy

We live in the age of information technology. The field of telecommunications has opened up the world and created a global community with rich learning experiences available to our students. They must know how to use information systems to acquire, organize, and share knowledge. With the wealth of information available and wide variety of sources, students and teachers must have technology literacy skills. It is our mission to equip students and teachers with the skills necessary to access and share information and choose appropriate tools to address a variety of projects and tasks.

This curriculum is designed to provide interactive learning experiences that allow students and teachers to develop an appreciation of the role technology plays in society, and the ability to use technology to actively construct and share knowledge. A “broadening skills” approach is used, allowing the learner to apply previously acquired knowledge to address new situations. Computers are used as tools to develop problem-solving, decision-making, and critical-thinking skills in a project-oriented approach. In alignment with the New Jersey Core Curriculum Content Standards (NJCCCS), technology is used to achieve proficiencies in academic content areas and to develop workplace readiness skills.

Along with this curriculum, the Kittatinny Regional Consortium Technology Plan is used and reviewed every three years to ensure that all students acquire the same skills and are prepared for middle school and high school technology education. This curriculum is aligned with the regional, state approved plan, while allowing for schools within the Kittatinny Region to individualize instruction based on the software and hardware that are currently in place.

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Evaluation and Assessment

In large part, student evaluation will focus on completed projects that demonstrate an understanding of the concepts targeted by the teacher. These projects will be based on the skills outlined in this curriculum guide.

Students will save all finished projects in network folders. This work will be stored throughout their tenure at their respective schools, creating a cumulative portfolio of projects and accomplishments.

Teachers will have access to student folders for the review and evaluation of their work. Other evaluation methods include, but are not necessarily limited to observation of student performance, self and peer evaluation through the use of rubrics, and tests, when appropriate.

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SECTION 2

K-6 CURRICULUM

KITTATINNY REGION
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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade: Kindergarten

Unit Summary:

- Identify computer features
- Use of technology terms

Primary Interdisciplinary Connections:

English Language Arts

21st Century Interdisciplinary Themes:

Global Awareness ___ Financial, economic, business, and entrepreneurial literacy
___ Civic Literacy ___ Health Literacy
___ Environmental Literacy

Learning Targets

Standard(s):

8.1 – Educational Technology

CPI #	Cumulative Progress Indicator (CPI)
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Unit Essential Questions:

- What are the basic parts of a computer and related computer terminology?
- How do you log on and off of a computer?
- How do you open and close a computer program or application?

Unit Enduring Understandings:

- Identify computer parts.
- Follow proper steps to log on and off of a computer.
- Follow proper steps to open and close an application.

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Unit Learning Targets:

Students will:

- be able to identify a monitor, icons, keyboard, mouse, CPU, speakers, headsets, microphone, interactive white board, DVD, CD, laptop, iPad
- be able to enter username and password
- be able to select the correct icon for a program application and correctly close an application

Unit Vocabulary: keyboard, mouse, monitor, CD/DVD drive, printer, laptop, iPad, interactive whiteboard, speakers, headphones, icons, scrollbar, scrolling, home icon, website, back and forward icon,

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and Answers
- Teacher Observation
- Classroom Dialogue
- Individual Work

Suggested Teacher Resources:

- Internet and online resources
- Interactive white board

Suggested Summative Assessment Activities:

- Teacher Observation
- Student Participation

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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade One

- Unit Summary:**
- Create a document and communicate ideas
 - Demonstrate Internet safety
 - Introduction to keyboarding skills

Primary Interdisciplinary Connections:
English Language Arts, Social Studies, Science, Math

21st Century Interdisciplinary Themes:
 Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard(s):
8.1 – Educational Technology

CPI #	Cumulative Progress Indicator (CPI)
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
8.1.2.A.4	Create a document with text using a word processing program.
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

- Unit Essential Questions:**
- How do you create a document to communicate ideas?
 - Why is Internet safety important?
 - Why are keyboarding skills essential?

- Unit Enduring Understandings:**
- Use an appropriate program to create a document to communicate ideas.
 - Internet safety ensures well-being.
 - Correct keyboarding technique will increase efficiency.

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Unit Learning Targets:

Students will:

- be able to create a document with text using a word processing application.
- Illustrate and communicate original ideas.
- Model appropriate online behaviors.
- Use digital tools and online resources.

Unit Vocabulary: keyboard, mouse, monitor, CD/DVD drive, printer, laptop, iPad, interactive whiteboard, speakers, headphones, icons, scrollbar, scrolling, home icon, website, back and forward icon, shift (for upper case letter), punctuation, cyber bullying, bookmarks, hyperlink

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and answers
- Teacher observation
- Classroom dialogue
- Individual work
- Student produced projects

Suggested Teacher Resources:

- Word Processing Application
- Internet and online resources
- Interactive white board

Suggested Summative Assessment Activities:

- Teacher observation
- Student participation
- Student completed projects

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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade Two

Unit Summary:

- Create a document and communicate ideas
- Demonstrate Internet safety
- Utilize keyboarding skills
- Engage in appropriate learning activities with students using electronic tools
- Plan and choose alternate routes from various locations using mapping tools
- Describe how technology is useful at school and home
- Describe how technology influences the individual, family and community

Primary Interdisciplinary Connections:

English Language Arts, Social Studies, Science, Math

21st Century Interdisciplinary Themes:

Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard(s):

8.1 – Educational Technology
8.2 – Technology Education, Engineering, and Design

CPI #	Cumulative Progress Indicator (CPI)
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
8.1.2.A.4	Create a document with text using a word processing program.
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
8.1.2.F.1	Use mapping tools to plan and choose alternate routes to and from various locations.

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8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
8.2.2.B.2	Investigate the influence of a specific technology on the individual, family, community, and environment.
8.2.2.G.2	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do you create a document to communicate ideas? • Why is Internet safety important? • Why are keyboarding skills essential? • How can digital tools assist in the learning process? • How can digital tools assist in generating solutions and making decisions? • How is technology useful at school and home? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Use an appropriate program to create a document to communicate ideas. • Internet safety ensures well-being. • Correct keyboarding technique will increase efficiency. • Digital tools are used to help solve local or global issues or problems. • Digital tools are useful in decision making. • Describe how technology is useful at school and home.
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Unit Learning Targets:

Students will:

- Be able to create a document with text using a word processing application.
- Illustrate and communicate original ideas.
- Model appropriate online behaviors.
- Use digital tools and online resources.

Unit Vocabulary: keyboard, mouse, monitor, CD/DVD drive, printer, laptop, iPad, interactive whiteboard, speakers, headphones, icons, scrollbar, scrolling, home icon, website, back and forward icon, shift, punctuation, cyber bullying, bookmarks, hyperlink, digital tools, mapping tools

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and answers
- Teacher observation
- Classroom dialogue
- Individual work
- Student-produced projects

Suggested Teacher Resources:

- Word Processing Application
- Internet and online resources
- Interactive white board

Suggested Summative Assessment Activities:

- Teacher observation
- Student participation
- Student completed projects

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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade Three

Unit Summary:

- Create a document with text formatting and graphics
- Create and present a multimedia presentation with graphics
- Create a simple spreadsheet
- Demonstrate Internet safety
- Explore the need for copyrights and their uses
- Understand the need for an Acceptable Use Policy for the appropriate use of technology
- Practice efficient keyboarding skills
- Evaluate appropriate print and non-print resources

Primary Interdisciplinary Connections:

English Language Arts, Social Studies, Science, Math, Health

21st Century Interdisciplinary Themes:

Global Awareness Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard(s):

8.1 – Educational Technology
8.2 – Technology Education, Engineering, and Design

CPI #	Cumulative Progress Indicator (CPI)
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.
8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.2	Analyze the need for and use of copyrights.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8.1.4.E.2	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

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Unit Essential Questions:

- How do you format and insert graphics in a document?
- How do you create and present a multimedia presentation?
- How do you create a simple spreadsheet?
- Why is Internet safety important?
- What are copyrights?
- What is the purpose of an Acceptable Use Policy?
- Why are effective keyboarding skills essential?
- How do you know which print or non-print resources are appropriate for you?

Unit Enduring Understandings:

- Use an appropriate program to create and format a document with graphics.
- Use an appropriate program to create, format, and present using multimedia with graphics.
- Use an appropriate program to create a simple spreadsheet.
- Understand that Internet safety ensures well-being.
- Understand the use of copyrights
- Understand the need for Acceptable Use Policy
- Correct keyboarding technique will increase efficiency.
- Evaluate appropriate print and non-print resources.

Unit Learning Targets:

Students will:

- use an appropriate program to create and format a document with graphics
- use an appropriate program to create, format, and present a multimedia with graphics
- use an appropriate program to create a simple spreadsheet
- understand that Internet safety ensures well-being
- demonstrate correct keyboarding techniques
- evaluate appropriate print and non-print resources

Unit Vocabulary: *(Includes the previous vocabulary, plus the following)* AUP, multimedia presentation, spreadsheet, graphics, print resources and non-print resources, copyrights, plagiarism

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and answers
- Teacher observation
- Classroom dialogue
- Individual work
- Student-produced projects

Suggested Teacher Resources:

- Word Processing Application
- Multimedia Application
- Spreadsheet Application
- Internet and online resources
- Interactive white board

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Suggested Summative Assessment Activities:

- Teacher observation
- Student participation
- Student completed projects

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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade Four

Unit Summary:

- Create a document with text formatting and graphics
- Create and present a multimedia presentation with graphics
- Create a simple spreadsheet and interpret the information
- Utilize a variety of digital tools to solve problems
- Produce a media rich digital story
- Participate in online discussions with learners to understand different points of view on various topics
- Demonstrate Internet safety
- Explain the need for and use of copyrights
- Explain the need for an Acceptable Use Policy and the consequences of inappropriate use of technology
- Practice efficient keyboarding skills
- Investigate a problem, evaluate findings, and present possible solutions using digital tools and online resources
- Evaluate appropriate print and non-print resources
- Develop a product that uses an online simulation to explore the design process.
- Explain the positive and negative effects of products and systems.
- Explain the purpose of trademarks.
- Explain the functions of a system and subsystem.

Primary Interdisciplinary Connections:

English Language Arts, Social Studies, Science, Math, Health

21st Century Interdisciplinary Themes:

 X Global Awareness Financial, economic, business, and entrepreneurial literacy
 X Civic Literacy X Health Literacy
 X Environmental Literacy

Learning Targets

Standard(s):

8.1 – Educational Technology
8.2 – Technology Education, Engineering, and Design

CPI #	Cumulative Progress Indicator (CPI)
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.
8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.

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8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
8.1.4.B.1	Produce a media-rich digital story about a significant local event or issue based on first-person interviews.
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
8.1.4.D.2	Analyze the need for and use of copyrights.
8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8.1.4.E.1	Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
8.1.4.E.2	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.
8.2.4.B.1	Develop a product using an online simulation that explores the design process.
8.2.4.B.3	Explain the positive and negative effect of products and systems on humans, other species, and the environment.
8.2.4.C.2	Explain the purpose of trademarks and the impact of trademark infringement on businesses.
8.2.4.G.2	Explain the functions of a system and subsystems.

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Unit Essential Questions:

- How do you format and insert graphics into a document?
- How do you create and present a multimedia presentation?
- How do you create a simple spreadsheet?
- What digital tools would you use to investigate and solve a problem?
- How do you create a digital story using various technology tools?
- How can the use of online tools help you understand the perspective of others?
- Why is Internet safety important?
- What are copyrights and trademarks and why are they needed?
- Why is it important to follow the guidelines set forth by an Acceptable Use Policy?
- Why are effective keyboarding skills essential?
- How do you know which print or non-print resources are appropriate for you?
- How does the design process help in the development of a product?
- How do computers and networks interrelate?

Unit Enduring Understandings:

- Use an appropriate program to create and format a document with graphics.
- Use an appropriate program to create, format, and present a multimedia with graphics.
- Use an appropriate program to create a simple spreadsheet.
- Select appropriate digital tools to investigate and solve problems.
- Produce a media rich digital story
- Make use of online tools to understand the perspective of others.
- Understand that Internet safety ensures well-being.
- Understand the use of and need for copyrights and trademarks.
- Understand the need for an Acceptable Use Policy and the consequences of inappropriate use
- Correct keyboarding technique will increase efficiency.
- Evaluate appropriate print and non-print resources.
- Explore the design process using an online simulation to develop a product
- Explain how computers and networks function as systems and subsystems

Unit Learning Targets:

Students will:

- use an appropriate program to create and format a document with graphics
- use an appropriate program to create, format, and present a multimedia with graphics
- use an appropriate program to create a simple spreadsheet
- select appropriate digital tools to investigate and solve problems
- produce a media rich digital story
- make use of online tools to understand the perspective of others
- understand that Internet safety ensures well-being
- understand the use of and need for copyrights
- understand the need for Acceptable Use Policy and the consequences of inappropriate use
- correct keyboarding technique will increase efficiency
- evaluate appropriate print and non-print resources

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Unit Vocabulary: *(Includes the previous vocabulary plus)* AUP, multimedia presentation, spreadsheet, graphics, print resources and non-print resources, copyrights, plagiarism

Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and answers
- Teacher observation
- Classroom dialogue
- Individual work
- Student-produced projects

Suggested Teacher Resources:

- Word Processing Application
- Multimedia Application
- Spreadsheet Application
- Internet and online resources
- Interactive white board

Suggested Summative Assessment Activities:

- Teacher observation
- Student participation
- Student completed projects

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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade Five

Unit Summary: *(Previously addressed skills and concepts will continue to be developed in this unit.)*

- Create a document with advanced features using text formatting and graphics
- Create and present a multimedia presentation with graphics and sound
- Generate a spreadsheet to calculate a graph and present information
- Utilize a variety of digital tools and resources to solve problems
- Model appropriate online behaviors related to Internet safety

Primary Interdisciplinary Connections:

English Language Arts, Social Studies, Science, Math, Health

21st Century Interdisciplinary Themes:

Global Awareness ___ Financial, economic, business, and entrepreneurial literacy
 Civic Literacy Health Literacy
 Environmental Literacy

Learning Targets

Standard(s):

8.1 – Educational Technology
8.2 – Technology Education, Engineering, and Design

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.3	Create a multimedia presentation including sound and images.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

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Unit Essential Questions:

- How do you create a professional document?
- How do you create and present a multimedia presentation?
- How do you create a spreadsheet with graphs to present information?
- What digital tools would you use to investigate and solve a problem?
- How do you demonstrate appropriate and safe online behaviors to ensure personal well-being?
- Why are effective keyboarding skills essential?

Unit Enduring Understandings:

- Use an appropriate program to create a professional document using advanced features of a word processing program.
- Use an appropriate program to create, format, and present a multimedia presentation with graphics and sound.
- Use an appropriate program to create a spreadsheet to calculate, graph and present information.
- Select appropriate digital tools to investigate and solve problems.
- Model appropriate online behaviors that relate to Internet safety.
- Correct keyboarding technique will increase efficiency.

Unit Learning Targets:

Students will:

- use an appropriate program to create a professional document using advanced features of a word processing program
- use an appropriate program to create, format, and present a multimedia presentation with graphics and sound
- use an appropriate program to create a spreadsheet to calculate, graph and present information
- select appropriate digital tools to investigate and solve problems
- model appropriate online behaviors that relate to Internet safety
- use correct keyboarding technique to increase efficiency

Unit Vocabulary: *(Includes the previous vocabulary plus)* AUP, multimedia presentation, spreadsheet, graphics, print resources and non-print resources, copyrights, plagiarism, cyber bullying

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Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and answers
- Teacher observation
- Classroom dialogue
- Individual work
- Student-produced projects

Suggested Teacher Resources:

- Word Processing Application
- Multimedia Application
- Spreadsheet Application
- Internet and online resources
- Interactive white board

Suggested Summative Assessment Activities:

- Teacher observation
- Student participation
- Student completed projects

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Unit Overview

Content Area: Technology
Unit Number and Title: I. Computer Literacy Skills
Grade Level: Grade Six

Unit Summary:

- Create a professional document with advanced formatting and graphics
- Create and present a multimedia presentation with graphics and sound
- Create a spreadsheet to interpret and present information in various formats
- Utilize a variety of digital tools to solve problems
- Model appropriate Internet behavior
- Practice efficient keyboarding skills
- Understand the purpose of fair use laws and how it relates to their world.
- Explain why human designed products need to be continually monitored maintained and improved
- Explain the relationship between computers and a network as separate units working together

Primary Interdisciplinary Connections:

English Language Arts, Social Studies, Science, Math, Health

21st Century Interdisciplinary Themes:

 X Global Awareness Financial, economic, business, and entrepreneurial literacy
 X Civic Literacy X Health Literacy
 X Environmental Literacy

Learning Targets

Standard(s):

8.1 – Educational Technology
8.2 – Technology Education, Engineering, and Design

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
8.1.8.A.3	Create a multimedia presentation including sound and images.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
8.2.8.G.1	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.

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Unit Essential Questions:

- How do you create a professional document?
- How do you create and present a multimedia presentation?
- How do you create a spreadsheet with graphs to present information?
- What digital tools would you use to investigate and solve a problem?
- How do you demonstrate appropriate and safe online behaviors to ensure personal well-being?
- Why are effective keyboarding skills essential?
- What is fair use?
- Why do human-designed products need to be continually monitored and improved?
- How do computers and networks stand alone and interact?

Unit Enduring Understandings:

- Use an appropriate program to create a professional document using advanced features of a word processing program.
- Use an appropriate program to create, format, and present a multimedia presentation with graphics and sound.
- Use an appropriate program to create a spreadsheet to calculate, graph and present information.
- Select appropriate digital tools to investigate and solve problems.
- Model appropriate online behaviors that relate to Internet safety.
- Correct keyboarding technique will increase efficiency.
- Understand the purpose of fair use laws and how it relates to their world.
- Understand why human-designed products need to be continually monitored maintained and improved
- Understand the relationship between computers and a network as separate units working together

Unit Learning Targets:

Students will:

- Use an appropriate program to create a professional document using advanced features of a word processing program.
- Use an appropriate program to create, format, and present a multimedia presentation with graphics and sound.
- Use an appropriate program to create a spreadsheet to calculate, graph and present information.
- Select appropriate digital tools to investigate and solve problems.
- Model appropriate online behaviors that relate to Internet safety.
- Use correct keyboarding technique to increase efficiency.
- Understand the purpose of fair use laws and how it relates to their world.

Unit Vocabulary: *(Includes the previous vocabulary plus)* AUP, multimedia presentation, spreadsheet, graphics, print resources and non-print resources, copyrights, plagiarism, cyber bullying, fair use

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Evidence of Learning

Suggested Formative Assessment Activities:

- Questions and answers
- Teacher observation
- Classroom dialogue
- Individual work
- Student-produced projects

Suggested Teacher Resources:

- Word Processing Application
- Multimedia Application
- Spreadsheet Application
- Internet and online resources
- Interactive white board

Suggested Summative Assessment Activities:

- Teacher observation
- Student participation
- Student completed projects

SECTION 3

APPENDICES

APPENDIX A

ELA STANDARDS FOR TECHNOLOGY

KITTATINNY REGION
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ELA Standards for Technology

Kindergarten	
	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade 1	
	CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
	CCSS.ELA-Literacy.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.
	CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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Grade 2	
	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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Grade 3	
	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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Grade 4	
	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
	CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
	CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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Grade 5	
	CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	CCSS.ELA-Literacy.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.
	CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	CCSS.ELA-Literacy.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.
	CCSS.ELA-Literacy.L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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Grade 5	
	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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Grade 6	
	CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	CCSS.ELA-Literacy.L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

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Grade 6	
	CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

APPENDIX B

CROSS-REFERENCE CHART

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NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
Grades K-6 Cumulative Progress Indicators
Curriculum Cross-Reference
Grade(s) in Which Each Standard/CPI is Addressed

NJCCCS/ CPI	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8.1.2.A.1	√	√	√				
.2	√	√	√				
.3	√	√	√				
.4		√	√				
.5	√	√	√				
8.1.2.B.1	√	√	√				
8.1.2.C.1			√				
8.1.2.D.1		√	√				
8.1.2.E.1		√	√				
8.1.2.F.1			√				
8.1.4.A.1				√	√		
.2				√	√		
.3				√	√		
.4				√	√		
.5					√		
8.1.4.B.1					√		
8.1.4.C.1					√		
8.1.4.D.1				√	√		
.2				√	√		
.3				√	√		
8.1.4.E.1					√		
.2				√	√		
8.1.4.F.1					√		
8.1.8.A.1						√	√
.2							
.3						√	√
.4						√	√
.5						√	√
8.1.8.B.1							

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NJCCCS/ CPI	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8.1.8.C.1							
8.1.8.D.1						√	√
.2							√
.3							
8.1.8.E.1							
8.1.8.F.1							
8.2.2.A.1			√				
8.2.2.B.1							
.2			√				
8.2.2.C.1							
8.2.2.D.1							
8.2.2.E.1							
8.2.2.F.1							
8.2.2.G.1			√				
.2							
8.2.4.A.1							
.2							
8.2.4.B.1					√		
.2							
.3					√		
.4							
8.2.4.C.1							
.2					√		
.3							
8.2.4.D.1							
8.2.4.E.1							
8.2.4.F.1							
.2							
8.2.4.G.1							
.2					√		
.3							
8.2.8.A.1							
8.2.8.B.1							
.2							

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NJCCCS/ CPI	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8.2.8.B.3							
8.2.8.C.1							
.2							
8.2.8.D.1							
8.2.8.E.1							
8.2.8.F.1							
.2							
8.2.8.G.1							√
.2							√

Note: The Standards that are not addressed in the K-6 curriculum as noted in this chart will be addressed either by the end of grade 8 through the Technology curriculum or through inclusion in other subject curricula.