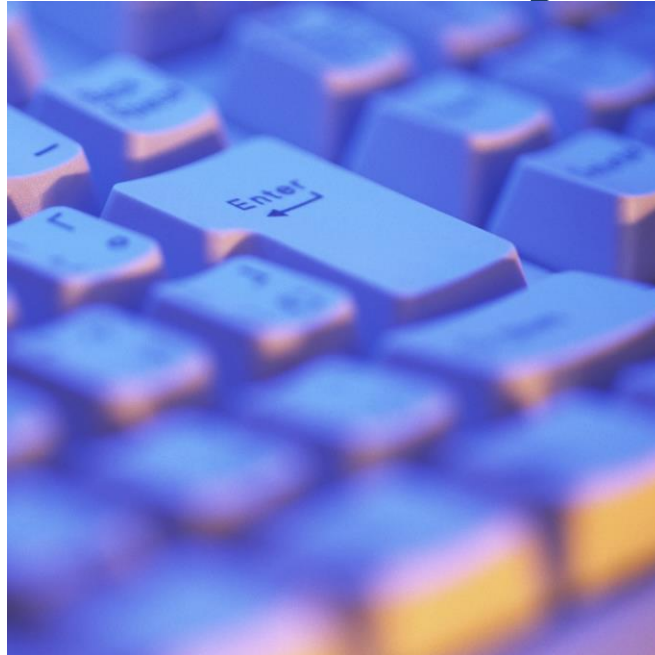


Plainfield Public Schools
Educational Services

Curriculum Pacing Guide



Technology
Grade 6-8
2016-2017

Plainfield Public Schools
Educational Services
Curriculum Pacing Guide

The Board of Education for Plainfield Public Schools



Goal I --Every student will be technologically literate, as defined in NJCCC Technology Standards 8.1, by grade 8 and will refine skills in grades 9-12

6.1: Students will use word processing/proper keyboarding techniques to aid in specific tasks and be able to produce a fully-edited, spell checked, grammar checked finished piece

- writing compositions
- note taking
- Internet research collection
- desktop Publishing

6.2: Students will use the Internet as a resource for information

- conduct and narrow key word searches
- use online references
- use and adding of bookmarks
- use district curriculum links
- include citations

6.3: Students will use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I – 6.1	Students create a brochure on a theme being studied in class, such as a travel brochure, a skill such as skate boarding, pets, sports, etc. Included are headers, footers, multi-columns, over 100 words, and three graphics with citations.	By end of Grade 6	Classroom Teacher, Tech Coordinator	Completed brochure
I – 6.1	Teacher creates a word processing document with intentional spelling and grammatical errors, which students have to correct.	By end of Grade 6	Classroom Teacher, Tech Coordinator, Librarian	Printed fixed paragraphs
I – 6.2	Create a brochure on Mexico as the final element of a research project. See the Apple Learning Exchange Example ¹	By end of Grade 6	Classroom Teacher, Tech Coordinator, Librarian	Completed rubric
I – 6.3	Students debate which power was responsible for the outbreak of World War I. Students research the causes of the outbreak of World War I in preparation for a (limited) reenactment of the Paris Peace Conference.	By end of Grade 6	Classroom Teacher, Tech Coordinator	At least one completed project demonstrating PBL skills

1 <http://edcommunity.apple.com/ali/story.php?itemID=368&version=175&pageID=352>

6.4: Students will follow copyright laws and policies concerning acceptable use

6.5: Students will use spreadsheets to aid in completing specific tasks and analyze data

- record data
- create bar & pie graphs
- identify tools used to collect, analyze, and display data
- insert a graph into a published piece

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I – 6.4	All activities should be checked for plagiarism, acceptable use, citing resources, etc.	By end of Grade 6	Classroom Teacher, Tech Coordinator, Librarian	Teacher inspection
I – 6.4	Students select a copyright Web site and cite five strategies to follow copyright laws and to avoid plagiarism.	By end of Grade 6	Classroom Teacher, Tech Coordinator, Librarian	Discussion
I – 6.5	Use a spreadsheet to show the possible distribution for the sums of a roll of numbered cubes. Think about the question. List possibilities. Simulate random rolls. Record results in spreadsheet. Make bar graphs from the data. Analyze results. Which sum occurred most frequently when you rolled 10 times? Which occurred most frequently when you rolled 100 times? If they are different, how can you explain the difference? Calculate the probability of each sum occurring.	By end of Grade 6	Classroom Teacher, Tech Coordinator	Completed spreadsheets and bar graphs, completed analysis sheets
I – 6.5	Computer Programming in Excel. Have students create a general knowledge quiz of five questions. Research questions from different resources. Model the if-then formula and show examples for students.	By end of Grade 6	Classroom Teacher, Tech Coordinator	Successful applications of if-then model

1 <http://edcommunity.apple.com/ali/story.php?itemID=368&version=175&pageID=352>

6.6: Students will use databases to complete specific tasks

- defining records
- defining fields
- collecting/inputting data
- creating a report
- using sort and query
- analyze data

6.7: Students will choose the technology most appropriate to solve complex problems and multilevel tasks

- review all possible technologies available to solve a problem
- select most appropriate technology for a given problem
- attempt to use technology to assist in solving the problem.

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I – 6.6	Find out your weight on other planets, moons, and stars while learning about the difference between mass and weight. Students go to the Exploratorium site and enter their weight. It automatically calculates the weight on the other planets. Collect data in a database/spreadsheet, and make charts ¹	By end of Grade 6	Classroom Teacher, Tech Coordinator	Completed charts
I - 6.7	Students complete a district-wide language arts research lab project and four social studies projects using Big Six TurboTools and Big Six strategies	By end of Grade 6	Classroom Teacher, Tech Coordinator, Librarian	Completed projects, Big 6 Task List, completed rubric
I - 6.7	For more sample activities refer to the Curriculum Frameworks available at the Paterson INTRANET	By end of Grade 6	Classroom Teacher, Tech Coordinator, Librarian	Completed projects

7.1: Students will use word processing/proper keyboarding techniques to aid in specific tasks and be able to produce a fully edited, spell checked, grammar checked finished piece

- writing compositions
- note taking
- Internet research collection
- desktop Publishing

7.2: Students will use the Internet as a resource for information

- conduct and narrow key word searches
- use online references
- use and adding of bookmarks
- use district curriculum links
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7.3: Students will use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives.

Focus on critical thinking and programming skills

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 7.1	Students write a book report with a twist-it must be done in a multimedia format. Using PowerPoint, Hyperstudio, or a Web page editor, students follow the rubric found at http://intranet/BookReportRubric.htm to create a multimedia report on a novel.	By end of Grade 7	Classroom Teacher, Tech Coordinator	At least one completed project (brochures, flyers, newsletters) demonstrating skills
I - 7.2	Students use the intermediate <i>Hunt the Fact Monster</i> ¹ printable as a computer-learning-center activity to assess searching techniques.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Completed searches
I - 7.2	Students choose one of the interactive lessons from Education World Interactivity Center and complete the project. ²	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Completed searches
I - 7.3	Students use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information. Apply appropriate technologies to critical thinking, creative expression, and decision-making skills. See practices lesson on the Underground Railroad ¹	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Rubrics, Big Six Organizer

1 <http://www.remc11.k12.mi.us/bstpract/bpIII/091/091.PDF>

2 http://www.educationworld.com/a_tech/archives/interactivity.shtml

7.4: Students will follow copyright laws and policies concerning acceptable use

7.5: Students will use databases to complete specific tasks

- defining records
- defining fields
- collecting/inputting data
- creating a report
- using sort and query
- analyze data

7.6: Students will use spreadsheets to aid in completing specific tasks and analyze data

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Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 7.4	All activities should be checked for plagiarism, acceptable use, citing resources, etc.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Teacher inspection
I - 7.4	Students select a copyright Web site and cite five strategies to follow copyright laws and to avoid plagiarism.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Discussion
I - 7.5	Students build a Black History timeline by researching famous people or events in Black History. They synthesize the information and produce a product using the TimeLiner software.	By end of Grade 7	Classroom Teacher, Tech Coordinator,	Completed database and timeline
I - 7.6	Students use Excel program to develop a grade book program for their teacher to use for a specific project.	By end of Grade 7	Classroom Teacher, Tech Coordinator	Working grade book

7.7: Students will choose the technology most appropriate to solve complex problems and multilevel tasks

- review all possible technologies available to solve a problem
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Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 7.7	Students complete a district-wide language arts research lab project and four social studies projects using Big Six TurboTools and Big Six strategies to assist in selecting appropriate tools.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Completed district-wide LA project, Turbo Tools student locker.
I - 7.7	Students visit Whodunnit ¹ Web site to study the objects related to a crime. They decide the appropriate strategy to solve the crime including: observation, classification, comparison, measurement, prediction, interpretation of data, and drawing inferences in an attempt to solve the crime.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Completed work sheets, proof of crime solved

1 <http://www.cyberbee.com/whodunnit/crime.html>

8.1: Students will use word processing/proper keyboarding techniques to aid in specific tasks and be able to produce a fully edited, spell checked, grammar checked finished piece

- writing compositions
- note taking
- Internet research collection
- desktop publishing
- research paper

8.2: Students will use the Internet as a resource for information

- conduct and narrow key word searches
- use online references
- use and adding of bookmarks
- use district curriculum links
- include citations

8.3: Students will use technology to solve problems, develop decision-making skills, and participate in project-based learning activities that support curriculum objectives.

Focus on critical thinking and programming skills

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 8.1	Given a list 10 words, students use word processing to write a script for a TV commercial using all of the words. The commercial is typed out in a script format showing actions and dialogue.	By end of Grade 8	Classroom Teacher, Tech Coordinator	Completed TV commercial
I - 8.2	Students research a historical figure currently being studied using Internet and print resources. Students use Timeliner to create a timeline of milestones, word process a brief biography, create a database of quotes, create a poster of pictures, and list all the Web citations.	By end of Grade 8	Classroom Teacher, Tech Coordinator, Librarian	Completed timeline, biography, database, poster, and bibliography
I - 8.3	Students plan and create a short movie using imovie or MovieMaker software.	By end of Grade 8	Classroom Teacher, Tech Coordinator, Librarian	Completed movies
I - 8.3	Students create a Web page (programmed in HTML) on a famous person using the information gathered from the suggested activity in 8.2. Web page is featured on school Web site.	By end of Grade 8	Classroom Teacher, Tech Coordinator, Librarian	Completed Web page, Web page rubric

8.4: Students will follow copyright laws and policies concerning acceptable use

- activities will be checked for plagiarism, acceptable use, citing resources, etc.
- follow MLA descriptions in Grolier Online
- incorporate rules into all student produced content

8.5: Students will use databases to complete specific tasks

- defining records
- defining fields
- collecting/inputting data
- creating a report
- using sort and query
- analyze data

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 8.4	All activities are checked for plagiarism, acceptable use, citing resources, etc.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Teacher inspection
I - 8.4	Students select a copyright Web site and cite five strategies to follow copyright laws and to avoid plagiarism.	By end of Grade 7	Classroom Teacher, Tech Coordinator, Librarian	Discussion
I - 8.5	Students study bones online to estimate the height, age and build of deceased animals and people. They measure the length of the humerus (from shoulder to elbow), the radius (from elbow to wrist) and the tibia (from knee to ankle) and input the data into Web site formulas to determine the height of the animal. Just like scientists, they then apply the information to recreate animals and predict the overall height.	By end of Grade 8	Classroom Teacher, Tech Coordinator	Completed student created database (sorted and printed) and draw document

8.6: Students will use spreadsheets to aid in completing specific tasks and analyze data

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Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 8.6	Students, working in groups of 3-4, use the scientific method to determine how many seeds are in a watermelon. Use the following handouts found on the INTRANET Handout1 Handout2 Handout3 Handout4	By end of Grade 8	Classroom Teacher, Tech Coordinator	Completed spreadsheets and bar graphs, completed analysis sheets.

8.7: Students will choose the technology most appropriate to solve problems and tasks

- review all possible technologies available to solve a problem select most
- appropriate technology for a given problem
- attempt to use technology to assist in solving the problem.

8.8: Students will investigate the history of various technologies; research and assess the impacts of technology on individuals, society, and the environment; investigate the interactive and dynamic relationship between people and technology; and to apply technological knowledge and use systems and tools to solve practical problems. Students will

- understand the nature and role of technology
- understand how technological systems are designed, used, and controlled
- be able to value the benefits and assess the risks associated with technology and be able to respond rationally to ethical dilemmas caused by technology
 - acquire the skills necessary to make decisions as citizens, consumers, and employees in a technological society

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
I - 8.7	Students complete a district-wide language arts research lab project and four social studies projects using Big Six TurboTools and Big Six strategies to assist in selecting appropriate tools.	By end of Grade 8	Classroom Teacher, Tech Coordinator, Librarian	Completed district-wide LA project, Turbo Tools student locker
I - 8.8	Students research the history of technology and the impact of technology on life in the 20 th century. They then design a Web page or Powerpoint with findings and present to class or school.	By end of Grade 8	Classroom Teacher, Tech Coordinator, Librarian	Completed project and report