

New Hanover Township School District
Technology Curriculum

New Hanover Township School

Technology
Curriculum Guide

Kindergarten - Eighth Grade



District Mission Statement

The New Hanover Township School District creates a passion for the life-long learning in our community. We foster productive, patriotic, respectful citizens in a safe, active environment. Using National Standards, our quality instruction supports student achievement through academic excellence. We prepare our students to function, grow and thrive proudly in a global society.

Curriculum Guide

This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, and resources, tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. However, since the backward design model acknowledges that there are many "entry points" to writing curriculum and designing units, teachers have opportunity throughout the school year to include additional information in all areas of the curriculum to ensure that there is alignment, clarity, and rigor throughout the curriculum. This curriculum is organized into broad units that can be incorporated into interdisciplinary lessons. The technology teacher can use this curriculum to support curriculum efforts in other areas, while developing within student, the capacity for computer literacy. The goal of the units is to start in Kindergarten with basic fundamentals of computing, keyboarding, word processing, web browsing, and other technological tools. These skills are addressed at each grade level with the goal of full mastery by the end of eighth grade.

New Hanover Township School District
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Technology Curriculum
Grades K-2

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Grades K-2

Common Core Standard:

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and collaboratively and to create and communicate knowledge.

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The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

Knowledge, Skills, and Instructional Objectives (CPI's):

- Use mouse to negotiate a simple menu on the screen
- Use electronic devices to type name and to create stories with pictures and letters/words
- Identify the "power keys" (Enter/return, spacebar, delete) on a keyboard
- Recognize that the number keys are in a row on the top of the keyboard.
- Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
- Use digital camera/webcam to take a picture
- Identify the basic features of a computer and explain how to use them effectively.
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
- Create a document with text using a word processing program.
- Demonstrate the ability to navigate in virtual environments that are developmentally appropriate; explore and investigate questions with teacher support

Enduring Understandings:

- 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.

Essential

- In a world of constant 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?

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Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links • Application Office, 	<p>Teacher observation/antidotal records Project Rubrics Benchmarks</p> <p>software (MS Pixie, Photo</p>
Cross Curricular Standards:	
<ul style="list-style-type: none"> •Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Grade Level Assignment Appendix A Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards</p> <ul style="list-style-type: none"> •9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. •9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. •9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, school, and during play). •9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
Modifications:	
<ul style="list-style-type: none"> • As per IEP/504 • See Appendix D 	

New Hanover Township School District
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Grades K-2

Common Core Standard:

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.

Strand B - Creativity and Innovation

The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

Knowledge, Skills, and Instructional Objectives (CPI's):

- Use a digital camera to take a picture.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources

Enduring Understandings:

- Digital tools provide enhanced opportunities to design solutions, and express ideas creatively

Essential Questions:

- How can digital tools be used for creating original and innovative and solutions?

Suggested Activities/Resources

- Scope and Sequence - Appendix A
- Vocabulary List - See Appendix C
- Handouts
- Model program operations; Provide visual and tactile computer hardware
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- Smart board/projector
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Suggested Assessments

Teacher observation/antidotal records
Project Rubric
Benchmark

software (MS Pixie, Photo

Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences).
See Grade Level Assignment Appendix
Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21s' Century Life and Career Standards

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
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- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, school, and during play).

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• 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. **Modifications:**

- As per IEP/504
- See Appendix D

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Grades K-2

Common Core Standard:

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.

Strand C - Communication and Collaboration

Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

Knowledge, Skills, and Instructional Objectives (CPI's):

- Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats
- Access materials from an input device (CD-ROM, DVD, USB)
- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools

Enduring Understandings:

- Digital tools allow for communication and collaboration anytime/anyplace worldwide.

Essential Questions:

- How has the use of digital tools improved opportunities for collaboration?

Suggested Activities/Resources

- Scope and Sequence - Appendix A
- Vocabulary List - See Appendix C
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CCCS 9: 21st Century Life and Career Standards

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• 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. **Modifications:**

- As per IEP/504
- See Appendix D

New Hanover Township School District
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Grades K-2	
Common Core Standard:	
<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.</p> <p>Strand D - Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Model legal and ethical behaviors when using both print and non-print information by citing resources (2) 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technology use can have positive or negative impact on both users and those affected by their use. 	<ul style="list-style-type: none"> •What are an individual's responsibilities for using technology? • What constitutes misuse and how can it best be prevented?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links • Application 	<p>Teacher observation/antidotal records Project Rubric Benchmark</p> <p style="text-align: center;">_ software _ (MS Office, Pixie, Photo</p>
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Modifications:

- As per IEP/504
- See Appendix D

New Hanover Township School District
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Grades K-2	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand E - Research and Information Literacy	
Effective use of digital tools assists in gathering and managing information.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Use the Internet to explore and investigate questions with at teacher's support. •Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Information is spread worldwide within seconds due to technological advancements and has an immediate impact. 	<ul style="list-style-type: none"> • Why is the evaluation and appropriate use of accurate important than ever in the technological age?
Suggested Activities/Resources	Suggested Assessments
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- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
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Grades K-2	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand F - Critical Thinking, Problem Solving, and Decision-Making	
Information accessed through the use of digital tools assists in generating solutions and making decisions.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Navigate the basic functions of a browser, including how to open or close windows and use the "back" key 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Selection of technology should be based on personal and/or career needs assessment •A tool is only as good as the person using it. 	<ul style="list-style-type: none"> • How do I choose which technological tools to use and when it is use them? • How can I transfer what I know to new technological situations/experiences?
Suggested Activities/Resources	Suggested Assessments
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Modifications:

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- See Appendix D

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Grades K-2	
Common Core Standard:	
<p>8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>Technology products and systems impact every aspect of the world in which we live.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Describe how technology products, systems, and resources are useful at school, home, and work. 	
Enduring Understandings:	Essential Questions:
Technology evolves at an ever accelerating pace based on the needs/wants and is influenced by cultural, political and environmental values and constraints,	•Can we control the pace at which technology is created? Should we, even if we can?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Engage in classroom discussion regarding technological products like planes or computers that make life easier on a daily basis. Discuss how they are used and how they would improve them. Draw a picture of the improvements and post for classmates. • Identify a favorite technological advancement and create a photo gallery to explain its impact and how daily life would be different without it. •http://www.noogenesis.com/inventing/pencil/pencil page.html •http://www.pbs.org/wgbh/amex/telephone/gallery/index.html • www.edheads.org •http://www.knowitall.org/nasa/simulations/invention_process/timeline.html •http://kids.aol.com/homework-help/iunior/science/inventions 	Teacher observation/antidotal records Project Rubric Benchmark
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Modifications:

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Grades K-2	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand B - Design: Critical Thinking, Problem Solving, and Decision Making	
The design process is a systematic approach to solving problems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Brainstorm and devise a plan to repair a broken toy or tool using the design process. •Investigate the influence of a specific technology on the individual, family, community, and environment. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and •A system has interrelated components designed to collectively a desired goal. • All technological activities use resources that include 	<ul style="list-style-type: none"> •How does technology extend human capabilities? What are the positive negative consequences of technology? Should technologies that impact continue to be used? • When are sophisticated tools required and when are the simplest tools use? • Can a system continue to operate with a missing or malfunctioning •Is it always beneficial to use the most economical material/materials for production of a technological product? materials, information, energy, capital, time and

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Suggested Activities/Resources	Suggested Assessments
<p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> •Examine a broken toy(s). Identify the parts and their interactions with each other. Discuss how the toy(s) could be fixed or •Brainstorm with classmates to develop a list of technologies intended to make life easier (e.g., human assistive devices, such as crutches, wheelchairs, prosthetics). •Working in groups, create a set of instructions to reassemble a toy(s) they have examined. •Create a graphic organizer that illustrates the technologies discussed, their impact on individuals, family, community and the environment and the trade offs for these devices. •Compare findings with other grade level classes and post results in the class electronic newsletter. <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> •http://www.kids.gov/6 8/6 8 science scientists.shtml • http://www.graphic.org/ •http://www.inspiration.com/kidspiration 	<p>Teacher observation/antidotal records</p> <p>Project Rubric Benchmark</p>
<p>Cross Curricular Standards:</p>	
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Grades K-2	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand C - Communication and Collaboration	
Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Demonstrate how reusing a product affects the local and global environment. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. •The design process is fundamental to technology and engineering. 	<ul style="list-style-type: none"> •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? •When are sophisticated tools required and when are the simplest best?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Choose a product within the classroom or at home that can be reused (e.g., plastic bags, pencil sharpeners, and bicycle) identify necessary to maintain it. •Create a poster, tri-fold or flyer explaining the effect of reusing paper environment and have your teacher share this in an effort to raise awareness among the general community <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> •http://www.epa.gov/ow/kids.html •http://www.kidsrecycle.org/reduction.php •http://www.kidsrecycle.org/recycling.php 	Teacher observation/antidotal records Pro' Project Rubric Benchmark
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content Area: **1ecnnology**

- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
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Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technological outcomes have the potential for anticipated and unanticipated positive and negative results. •The design process is fundamental to technology and engineering. • A system has interrelated components designed to collectively achieve a desired goal • All technological activities use resources that include tools/machines, materials, information, energy, capital, time and people. 	<ul style="list-style-type: none"> • 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? • When are sophisticated tools required and when are the simplest tools best? •Can a system continue to operate with a missing or malfunctioning component? •Is it always beneficial to use the most economical material/materials for production of a technological product?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Complete a survey regarding a product that evaluates the product based on comfort, function, aesthetics, etc. Compare and chart results of the class. <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> • http://www.ergonomics4schools.com/lzone/evaluation.htm • www.surveymonkey.com • www.doodle.com 	Teacher observation/antidotal records Project Rubric Benchmark
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CCCS 9: 21st Century Life and Career Standards

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Strand E - Communication and Collaboration	
Digital tools facilitate local and global communication and collaboration in designing products and systems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. 	<ul style="list-style-type: none"> •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?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Electronically contact students in another school or country to what books they like to read. If there are books you like in decide who are your favorite characters in the book and what you learn with your family. <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> •http://www.ciese.org/sage/ • www.epals.com • www.skype.com 	Teacher observation/antidotal records Project Rubric Benchmark
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content Area: Technology

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Strand F - Resources for a Technological World	
Technological products and systems are created through the application and appropriate use of technological resources.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> Identify the resources needed to create technological products and systems. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Technological outcomes have the potential for anticipated and unanticipated positive and negative results. The design process is fundamental to technology and A system has interrelated components designed to collectively a desired goal. All technological activities use resources that include materials, 	<ul style="list-style-type: none"> 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? When are sophisticated tools required and when are the simplest tools Can a system continue to operate with a missing or malfunctioning Is it always beneficial to use the most economical material /materials for production of a technological information - energy, capital, time and people.
Suggested Activities/Resources	Suggested Assessments
Discuss the seven resources of technology: Time, people, tools, materials, knowledge.	Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Grade Level Assignment Appendix Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards</p> <ul style="list-style-type: none"> 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. 	

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- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per
IEP/504 See
Appendix D

New Hanover Township School District
Technology Curriculum

Grades K-2	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students gain an understanding of the nature and impact of technology, engineering, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand G - The Designed World	
The designed world is the product of a design process that provides the means to convert resources into product and systems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Describe how the parts of a common toy or tool interact and work as part of a system. • Explain the importance of safety in the use and selection of tools and resources for a specific purpose. 	
appropriate	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and • A system has interrelated components designed to collectively a desired goal. • All technological activities use resources that include materials, information, energy, capital, time and people. 	<ul style="list-style-type: none"> • 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? • When are sophisticated tools required and when are the simplest tools <ul style="list-style-type: none"> • Can a system continue to operate with a missing or malfunctioning • Is it always beneficial to use the most economical material/materials for production of a technological product?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links 	Teacher observation/antidotal records Project Rubric Benchmark <ul style="list-style-type: none"> • Application software (MS Office, Pixie, Photo

Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Grade Level Assignment Appendix
- Additional standards can be cross-referenced in specific content areas.

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CCCS 9: 21st Century Life and Career Standards

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per
IEP/504 • See
Appendix G

Technology Curriculum
Grades 3-4

New Hanover Township School District
Technology Curriculum

Grades 3 & 4

Common Core Standard:

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.

is=

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

Knowledge, Skills, and Instructional Objectives (CPI's):

- Demonstrate effective input of text and data using an input device.
- Create a document with text formatting and graphics using a word processing program.
- Create and present a multimedia presentation that includes graphics.
- Create a simple spreadsheet, enter data, and interpret the information

E n d u r i n g U n d e r s t a n d i n g

- 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.

Essential Questions:

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

Suggested Activities/Resources

- Scope and Sequence - Appendix A
- Vocabulary List - See Appendix C
- Handouts
- Model program operations; Provide visual and tactile computer hardware
- Computer Lab
- Smart board/projector
- Internet Applications - See Appendix B for Useful Links
- Application software (MS Office, Pixie, Photo Booth, Mavis)

Suggested Assessments

Teacher observation/antidotal records
Project Rubric
Benchmark

T e a c h e s

Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences).
See Scope and Sequence Appendix A
- Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards

.9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.

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- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

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Technology Curriculum

Modifications:

- As per IEP/504
- See Appendix D

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Technology Curriculum

• 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. **Modifications:**

- As per IEP/504
- See Appendix D

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Grades 3 & 4	
Common Core Standard:	
<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.</p> <p>Strand D - Digital Citizenship Owl</p> <p>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics and emerging technologies. • Analyze the need for and use of copyrights. • Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technology use can have positive or negative impact on both users and those affected by their use. 	<ul style="list-style-type: none"> • What are an individual's responsibilities for using technology? • What constitutes misuse and how can it best be prevented?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links • Application software (MS Office, Pixie, Photo Booth, Mavis) 	<p>Teacher observation/antidotal records</p> <p>Project Rubric</p> <p>Benchmark</p> <p style="text-align: center;">T e a c h e r s</p>
Cross Curricular Standards:	
<ul style="list-style-type: none"> • Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Scope and Sequence Appendix A • Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards</p> <ul style="list-style-type: none"> • 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. • 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, 	

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Technology Curriculum

school, and during play).

. 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

As per IEP/504
See Appendix D

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- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

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Technology Curriculum

Grades 3&4	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand F - Critical Thinking, Problem Solving, and Decision-Making	
Information accessed through the use of digital tools assists in generating solutions and making decisions.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Select and apply digital tools to collect, organize, and analyze data that support a scientific finding. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Selection of technology should be based on personal and/or career needs assessment •A tool is only as good as the person using it. 	<ul style="list-style-type: none"> •How do I choose which technological tools to use and when it is use them? •How can I transfer what I know to new technological situations/experiences?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links • Application software (MS Office, Pixie, Photo Booth, Mavis) 	Teacher observation/antidotal records Project Rubric Benchmark
T e a c h e r s	
Cross Curricular Standards:	
<ul style="list-style-type: none"> •Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Scope and Sequence Appendix A Additional standards can be cross-referenced in specific content areas. CCCS 9: 21 st Century Life and Career Standards <ul style="list-style-type: none"> • 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. • 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in 	

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Technology Curriculum

school, and during play).

. 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

As per IEP/504
See Appendix D

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Technology Curriculum

Grades 3 &4	
Common Core Standard:	
<p>8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>is= Technology products and systems impact every aspect of the world in which we live.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Investigate factors that influence the development and function of technology products and systems. •Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technology evolves at an ever accelerating pace based on the society and is influenced by cultural, political and environmental constraints. 	<ul style="list-style-type: none"> •Can we control the pace at which technology is created? Should we, we can?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> •Investigate how the cell phone was developed and its impact on society technologies. Interview senior citizen to design a cell phone that meets needs. www.edheads.org • Investigate and share with classmates how other inventions and to be. •Compare and contrast modern buses with those of the past and explore technology and economics impacted the safety of people in many share this with members of your class in a digital product (i.e. podcast, glog, slidecast). •Research cell phones online and evaluate and recommend a cell phone in production that would meet the needs of the senior citizens. Present the senior citizens that you interviewed. •Using the results of your research write a "Did You Know" feature article local newspaper. <p>Resources (electronic/non-electronic print or non-</p>	<p>Teacher observation/antidotal records Project Rubric Benchmark</p>

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<ul style="list-style-type: none"> • http://sciencespot.net/Pages/kdzinvent.html • http://edtech.kennesaw.edu/web/inventor.html • http://www.factmonster.com/ipka/A0768091.html • http://iefferson.lib.co.us/kids/kids_inventions.html# • http://www.timelineindex.com/content/view/482 • http://www.kidinfo.com/american history /inventors inventions.html • http://kids.yahoo.com/directory/Science-and- 	
<ul style="list-style-type: none"> • http://www.xtimeline.com/ <p>• Create a digital narrative comparing and contrasting the positive and <i>effects</i> that modern transportation has had on our society.</p> <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> • http://www.nps.gov/history/nr/TwHP/www/ins/lessons/2 	
<p>m</p> <ul style="list-style-type: none"> • www.iingproject.com • www.glogster.com 	
<p>Cross Curricular Standards:</p>	
<ul style="list-style-type: none"> • Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Scope and Sequence Appendix A Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards</p> <ul style="list-style-type: none"> • 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. • 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in during play). • 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
<p>Modifications:</p>	
<ul style="list-style-type: none"> • As per IEP/504 • See Appendix D 	

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Technology Curriculum

Grades 3 & 4	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand B - Design: Critical Thinking, Problem Solving, and Decision Making	
The design process is a systematic approach to solving problems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Brainstorm and devise a plan to repair a broken toy or tool using the design process. •Investigate the influence of a specific technology on the individual, family, community, and environment. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and • A system has interrelated components designed to collectively a desired goal. • All technological activities use resources that include materials, information, energy, capital, time and people. 	<ul style="list-style-type: none"> •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? •When are sophisticated tools required and when are the simplest tools the use? • Can a system continue to operate with a missing or malfunctioning •Is it always beneficial to use the most economical material/materials for production of a technological product?
SuggestedActivities/Resources	SuggestedAssessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links • Application software (MS Office, Pixie, Photo Booth, Mavis 	Teacher observation/antidotal records Project Rubric Benchmark
T e a c h e s	

Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences).
See Scope and Sequence Appendix A

Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21s' Century Life and Career Standards

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

Grades 3 &4	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand C - Technology Education, Engineering, and Design	
Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society	
Knowledge, Skills, and Instructional Objectives (CPI's):	
Explain the impact of disposing of materials in a responsible way.	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technological outcomes have the potential for anticipated and positive and negative results. •The design process is fundamental to technology and engineering 	<ul style="list-style-type: none"> •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? <ul style="list-style-type: none"> • When are the most sophisticated tools required and when are the best?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> •Identify products that require special care when disposed. •Summarize the benefits to recycling products over disposing of them landfill. • Many people don't recycle because they don't know what to do or bring materials. As a team investigate ways to recycle in your Design an electronic brochure to inform your class and school of recycling they can do (e.g., paper, garbage, leaves, electronics, where to do it and the impact of recycling on the environment. •Urge use of green products, reuse and proper disposal of recyclables. your teacher to assist with disseminating the information to local organizations <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> •http://www.recycleworks.org/ewaste/index.html • http://www.resourcefulschools.org •http://www.recyclemore.org/article.asp?key= 19 	<p>Teacher observation/antidotal records Project Rubric</p> <p>Benchmark</p>

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Area: Technolov

<ul style="list-style-type: none">• http://www.fcgov.com/recycling/reduction.php• http://aggie-horticulture.tamu.edu/sustainable/slidesets/kidscompost/c	
<ul style="list-style-type: none">• http://www.kidsrecycle.org/recveling.php• http://www.kineticcity.com/lab/HCHO/hcoll.html	

Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences).
See Scope and Sequence Appendix A
Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

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Grades 3 &4	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand D - Research and Information Fluency	
Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Technological outcomes have the potential for anticipated and unanticipated positive and negative results. The design process is fundamental to technology and 	<ul style="list-style-type: none"> 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? When are the most sophisticated tools required and when are the best?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> Scope and Sequence - Appendix A Vocabulary List - See Appendix C Handouts Model program operations; Provide visual and tactile computer hardware Computer Lab Smart board/projector Internet Applications - See Appendix B for Useful Links Application software (MS Office, Pixie, Photo Booth, Mavis Teaches Typing) 	Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Scope and Sequence Appendix A Additional standards can be cross-referenced in specific content areas. CCCS 9: 21st Century Life and Career Standards	

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- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

Grades 3 &4	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand E - Communication and Collaboration	
Digital tools facilitate local and global communication and collaboration in designing products and systems	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to global problem 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technological outcomes have the potential for anticipated and positive and negative results. •The design process is fundamental to technology and engineering 	<ul style="list-style-type: none"> •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? <ul style="list-style-type: none"> • When are the most sophisticated tools required and when are the tools best?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Identify a community-based need agreed upon by your team and proposal regarding how that need could be fulfilled utilizing technologies. •Collaborate with your team to create a time line that documenting the development of the television and explain how it changed over silent movies, news, color screens, multiple channels). Interview senior citizen about their television experiences and how changed in their lifetimes. Create a documentary explaining how impacted their lives and yours and share it with your parents and 	Teacher observation/antidotal records Project Rubric Benchmark
Resources (electronic/non-electronic print or non-print)	
<ul style="list-style-type: none"> • http://inventors.about.com/od/tstartinventions/a/Television 	
M	
<ul style="list-style-type: none"> •http://www.history-timelines.org.uk/events-timelines/08-television-invention-timeline.htm 	

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Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences).
See Scope and Sequence Appendix A
Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

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Technology Curriculum

Grades 3 &4	
Common Core Standard:	
<p>8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>Strand F - Resources for a <u>Technological</u> World Technological products and systems are created through the application and appropriate use of technological resources.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Describe how resources are used in a technological product or system. •Explain how resources are processed in order to produce technological products and systems. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and 	<ul style="list-style-type: none"> •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? •When are the most sophisticated tools required and when are the simplest best?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab • Smart board/projector • Internet Applications - See Appendix B for Useful Links • Application software (MS Office, Pixie, Photo Booth, Mavis) 	Teacher observation/antidotal records Project Rubric Benchmark
T e a c h e s	
Cross Curricular Standards:	
<ul style="list-style-type: none"> •Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Scope and Sequence Appendix A Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards</p> <ul style="list-style-type: none"> •9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. •9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. 	

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- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

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Grades 3&4	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand G - The Designed World MEMO[—]	
The designed world is the product of a design process that provides the means to convert resources into products and systems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> Evaluate the function, value, and esthetics of a technological product, system, or environment from the perspective of the user and the producer. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Technological outcomes have the potential for anticipated and unanticipated positive and negative results. The design process is fundamental to technology and engineering A system has interrelated components designed to collectively achieve a desired goal. All technological activities use resources that include tools/machines, materials, information, energy, capital, time and people. 	<ul style="list-style-type: none"> How does technology extend human capabilities? What are the positive and negative consequences of technology? Should technologies that produce impact continue to be used? When are sophisticated tools required and when are the simplest tools best? Can a system continue to operate with a missing or malfunctioning component? Is it always beneficial to use the most economical material /materials for production of a technological product?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> Create a three-column chart listing a new technology, its positive intention for humanity, and its unintended negative effect on people. 	Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences). See Scope and Sequence Appendix A Additional standards can be cross-referenced in specific content areas. CCCS 9: 21s' Century Life and Career Standards <ul style="list-style-type: none"> 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	

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Modifications:

- As per IEP/504
- See Appendix D

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Grades 5-8

Technology Curriculum

New Hanover Township School District
Technology Curriculum

Grades 5-8	
Common Core Standard:	
<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.</p> <p>is= The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Create professional documents (newsletters, business letters, flyers) using advanced features of a word processing program. • Plan and create a simple database, define fields, input data, and produce a report using sort and query. • Create a multimedia presentation including sound and images. • Generate a spreadsheet to calculate, graph, and present information. • Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. 	
Enduring Understandings:	UII
<ul style="list-style-type: none"> • 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. 	<p>Questions:</p> <ul style="list-style-type: none"> • In a world of constant change, what skills should we learn? • How do I choose which technological tools to use and when it is use them? • How can I transfer what I know to new technological
SuggestedActivities/Resources	SuggestedAssessments
<ul style="list-style-type: none"> • Scope and Sequence - See Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab; Smart board/projector • Internet - See Appendix B for Useful Links • Internet Applications - Glogster, Prezi, Blogs, etc. 	<p>Teacher observation/antidotal records Project Rubric Benchmark</p> <ul style="list-style-type: none"> • Application software (MS Office, Mavis Beacon Teaches

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Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards:

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

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Grades 5-8	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand B - Creativity and Innovation	
The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Synthesize and publish information about a local or global issue or event on a collaborative, web-based service 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Digital tools provide enhanced opportunities to design solutions, and express ideas creatively 	<ul style="list-style-type: none"> • How can digital tools be used for creating original and innovative and solutions?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - See Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab: Smart board/projector • Internet - See Appendix B for Useful Links • Internet Applications - Glogster, Prezi, Blogs, etc. • Application 	Teacher observation/antidotal records Project Rubric Benchmark software (MS Office, Mavis Beacon Teaches
Cross Curricular Standards:	
<ul style="list-style-type: none"> • Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas. CCCS 9: 21st Century Life and Career Standards: <ul style="list-style-type: none"> • 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. • 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, play). • 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
Modifications:	
<ul style="list-style-type: none"> • As per IEP/504 • See Appendix D 	

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Grades 5-8	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand C - Communication and Collaboration	
Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or possible solutions. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Digital tools allow for communication and collaboration anytime/anyplace worldwide. 	<ul style="list-style-type: none"> •How has the use of digital tools improved opportunities for communication collaboration?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - See Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab: Smart board/projector • Internet - See Appendix B for Useful Links • Internet Applications - Glogster, Prezi, Blogs, etc. • Application software (MS Office, Mavis Beacon Teaches Typing) 	<ul style="list-style-type: none"> Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> •Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards:</p> <ul style="list-style-type: none"> •9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. •9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. •9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, play). •9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
Modifications:	

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Grades 5-8	
Common Core Standard:	
<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.</p> <p>Strand D - Digital Citizenship Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. • Summarize the application of fair use and Creative Commons guidelines. • Demonstrate how information on a controversial issue may be biased. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technology use can have positive or negative impact on both users and those affected by their use. 	<ul style="list-style-type: none"> • What are an individual's responsibilities for using technology? • What constitutes misuse and how can it best be prevented?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - See Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab: Smart board/projector • Internet - See Appendix B for Useful Links • Internet Applications - Glogster, Prezi, Blogs, etc. • Application software (MS Office, Mavis Beacon Teaches Typing) 	Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> • Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards:</p> <ul style="list-style-type: none"> • 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. • 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, play). • 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	

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Grades 5-8	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand E - Research and Information Literacy	
Effective use of digital tools assists in gathering and managing information.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Gather and analyze findings using data collections technology to produce a possible solution for a content-related or real-world problem. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Information is spread worldwide within seconds due to technological advancements and has an immediate impact. 	<ul style="list-style-type: none"> • Why is the evaluation and appropriate use of accurate important than ever in the technological age?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> • Scope and Sequence - See Appendix A • Vocabulary List - See Appendix C • Handouts • Model program operations; Provide visual and tactile computer hardware • Computer Lab: Smart board/projector • Internet - See Appendix B for Useful Links • Internet Applications - Glogster, Prezi, Blogs, etc. • Application software (MS Office, Mavis Beacon Teaches Typing) 	Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> •Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas. CCCS 9: 21 st Century Life and Career Standards - <ul style="list-style-type: none"> •9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. •9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. •9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, play). •9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
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Grades 5-8	
Common Core Standard:	
8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve and collaboratively and to create and communicate knowledge.	
Strand F - Critical Thinking, Problem Solving, and Decision-Making	
Information accessed through the use of digital tools assists in generating solutions and making decisions.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of current event or contemporary figure. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Selection of technology should be based on personal and/or career needs assessment A tool is only as good as the person using it. 	<ul style="list-style-type: none"> How do I choose which technological tools to use and when it is use them? How can I transfer what I know to new technological situations/experiences?
Suggested Activities/Resources	Suggested Assessments
<ul style="list-style-type: none"> Scope and Sequence - See Appendix A Vocabulary List - See Appendix C Handouts Model program operations; Provide visual and tactile computer hardware Computer Lab: Smart board/projector Internet - See Appendix B for Useful Links Internet Applications - Glogster, Prezi, Blogs, etc. 	Teacher observation/antidotal records Project Rubric Benchmark <ul style="list-style-type: none"> Application software (MS Office, Mavis Beacon Teaches
Cross Curricular Standards:	
<ul style="list-style-type: none"> Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas. CCCS 9: 21 st Century Life and Career Standards - <ul style="list-style-type: none"> 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, play). 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
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Grades 5-8	
Common Core Standard:	
<p>8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>Str' Technology products and systems impact every aspect of the world in which we live.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Explain the impact of globalization on the development of a technological system over time. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political environmental values and constraints. 	<ul style="list-style-type: none"> • Can we control the pace at which technology is created? Should we, even if we can?
Suggested Activities/Resources	Suggested Assessments
<p>Taken from the 2009 CCC S:</p> <ul style="list-style-type: none"> • Focus on the current manufacturing climate in America. Entire products are no longer constructed at a single location. Instead, products are created in smaller components over distances, and then assembled in a centralized location. This includes but is not limited to automobiles or airplanes (e.g., seats, glass, sheet metal are all constructed then shipped to assembly plant). Contact a car service company and/or resources to investigate where car parts come from. Do you think that manufacturing has decentralized in this way? • Collaborate in small groups to create a product using any technology available. Using messages-- hand written or digital-- as a mode of communication, each group should create a component of the solution without communicating verbally with other groups. The components must then be assembled together. Skype with experts to discuss challenges of this manufacturing approach. This challenge demonstrates the importance of clear communication and makes students aware of global engineering practices. Discuss what was discovered in this process. 	<p>Teacher observation/antidotal records</p> <p>Project Rubric</p>

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Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A
Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards -

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

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- Document the steps in the design process using a digital invention/engineering notebook and include in a digital portfolio.

Note: the product may address one of many global issues. Teachers may wish to have students determine which issue they would like to address with the development of their product. Research products powered without gas engines developed in the U. S. and other countries, and how the design process was used in designing the prototype and its constraints and trade-offs.

Search the web for student/teacher sites that offer the opportunity to participate in a design challenge that provides specific criteria for the development of the product. Using ideas generated from research on the Web, and various criteria that must be met for a particular design, solve a design challenge that requires the use of math and science principles. Focus on a local and/or global health or human rights challenge. Present the design for peer review and then submit in a local or online engineering competition.

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Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards -

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

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- See Appendix D

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Grades 5-8	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand C - Technology Education, Engineering, and Design	
Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> • Explain the need for patents and the process of registering one • Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and media-rich presentation. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and 	<ul style="list-style-type: none"> • 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? • When are the most sophisticated tools required and when are the simplest best?
Suggested Activities/Resources	Suggested Assessments
<p>Taken from the 2009 CCC S:</p> <ul style="list-style-type: none"> • Investigate the life of Iqbal Masih a child who at four years old forced into bonded labor making carpets. (http://childrensworld.org/12age.html?12id=53) • Research regulations about children working in the United the past and present and what protections they offer you. • Summarize how currently regulations about children working would have protected Iqbal. • Research child labor in the past and present around the world. Produce a documentary for students demonstrating its <p>Resources (electronic/non-electronic print or non-print)</p>	<p>Teacher observation/antidotal records Project Rubric Benchmark</p> <p>• http://www.iccle-org/Shorte-</p>

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<ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/hine-photos/ • http://edsitement.neh.gov/view_lesson_plan.asp?id=430 • http://ZZgeorgemiller.house.govZblogsZblogZ1999ZO5Zletter-12resi_dent-cl_in_ton-on-sweatshops.shtm • http://www.globalmarch.org/ • http://www.iIo.org/inec/Regionsandcountries/lang--en/index.htm • http://www.readwritethink.org/lesson_images/lesson2-child-labor.html 	
<p>Cross Curricular Standards:</p>	
<ul style="list-style-type: none"> • Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas. <p>CCCS 9: 21st Century Life and Career Standards -</p> <ul style="list-style-type: none"> • 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. • 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, play). • 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings. 	
<p>Modifications:</p>	
<ul style="list-style-type: none"> • As per IEP/504 • See Appendix D 	

Grades 5-8	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand D - Research and Information Fluency	
Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<ul style="list-style-type: none"> •Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United countries. 	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and 	<ul style="list-style-type: none"> •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? • When are the most sophisticated tools required and when are the simplest tools best?
Suggested Activities/Resources	Suggested Assessments
<p>Taken from the 2009 CCC S:</p> <ul style="list-style-type: none"> •Research and discuss inventions that may have ethical concerns such as weaponry, medical devices, genetic experimentation discuss the roll of ethics in invention and innovation. •Research the issues surrounding genetically altered foods which include higher costs to farmers for seeds, questions for the consumer and environment, marketing, consumer global impacts, etc. •Communicate with students in your schools, other areas of the country and world to understand various positions on this Analyze these perspectives, identify ethical concerns that and weigh them against the benefits of the innovation and 	<p>Teacher observation/antidotal records Project Rubric Benchmark</p> <p style="text-align: center;">v o u r p o s i t i o n o n l i n e f o r c o m m e n t</p>

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Content Area: **Technolov**

<p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none">• http://www.marketingteacher.com/Lessons/lesson%20c.htm• http://learning.blogs.nytimes.com/1999/08/30/altered-genes/• http://www.monsanto.com/• http://www.usda.gov/wps/portal/usdahome	
<p>Cross Curricular Standards:</p>	
<p>•Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas.</p> <p>CCCS 9: 21st Century Life and Career Standards -</p> <ul style="list-style-type: none">•9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.•9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.• 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and•9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.	
<p>Modifications:</p>	
<ul style="list-style-type: none">• As per IEP/504• See Appendix D	

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Grades 5-8	
Common Core Standard:	
8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, design, and the design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand E - Communication and Collaboration	
Digital tools facilitate local and global communication and collaboration in designing products and systems	
Knowledge, Skills, and Instructional Objectives (CPI's):	
Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain annotated sketches to record the development cycle.	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and 	<ul style="list-style-type: none"> •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? • When are the most sophisticated tools required and when are the simplest tools best?
Suggested Activities/Resources	Suggested Assessments
Taken from the 2009 CCC S: <ul style="list-style-type: none"> •Students will produce a digital document detailing a product or system. This document should include documentation of the process as well as a design created using computer aided software. 	Teacher observation/antidotal records Project Rubric Benchmark
Cross Curricular Standards:	
<ul style="list-style-type: none"> •Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content CCCS 9: 21st Century Life and Career Standards - <ul style="list-style-type: none"> •9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. •9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process. • 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in 	

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9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

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- See Appendix D

Grades 5-8	
Common Core Standard:	
<p>8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>Strand F - Resources for a <u>Technological</u> World Technological products and systems are created through the application and appropriate use of technological resources.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
<p>Explain how the resources and processes used in the production of a current technological product can be modified to have a more environment (e.g., by using recycled metals, alternate energy sources) and the economy.</p>	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and • A system has interrelated components designed to collectively a desired goal. • All technological activities use resources that include materials, information, energy, capital, time, and people. 	<ul style="list-style-type: none"> •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? •When are the most sophisticated tools required and when are the simplest best?
Suggested Activities/Resources	Suggested Assessments
<p>Taken from the 2009 CCC S:</p> <p>Schools are powered by energy and utility bills are getting . . . Research the present types of use and cost of power in your Survey how power is currently used in the building—some may automatic usage, some always on and others impacted by human Identify the current types of energy available to consumers and cost factors. Energy usage has impact on the environment can change its impact by modifying type of power, usage, or user Decide through research if alternate energies such as solar or can be used? Analyze types of energies, cost factors and what could be made to be greener and more cost effective.</p>	<p>Teacher observation/antidotal records Project Rubric Benchmark</p> <p>Provide a copy of your analysis and recommendations to your</p>

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administrator.

Resources (electronic/non-electronic print or non-print)

- <http://www.eere.energy.gov/kids/>
- <http://www.epa.gov/reg5rcra/wptdiv/12212ages/energy.12df>

Cross Curricular Standards:

- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A
Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards -

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

Grades 5-8	
Common Core Standard:	
<p>8.2 Educational Technology, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, technological design, and the design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>Strand G - The Designed World The designed world is the product of a design process that provides the means to convert resources into products and systems.</p>	
Knowledge, Skills, and Instructional Objectives (CPI's):	
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained,	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> •Technological outcomes have the potential for anticipated and unanticipated positive and negative results. • The design process is fundamental to technology and • A system has interrelated components designed to collectively a desired goal. • All technological activities use resources that include materials, information, energy, capital, time and people. 	<ul style="list-style-type: none"> •How does technology extend human capabilities? What are the positive negative consequences of technology? Should technologies that impact continue to be used? •When are sophisticated tools required and when are the simplest tools <ul style="list-style-type: none"> • Can a system continue to operate with a missing or malfunctioning •Is it always beneficial to use the most economical material /materials for production of a technological product?
Suggested Activities/Resources	Suggested Assessments
<p>Taken from the 2009 CCC S:</p> <ul style="list-style-type: none"> •Generate a list of neglected products already encountered during lives (broken swing seat, park bench, toy, bicycle). Follow up discussion will ask students to respond to the following human-designed systems, products, and environments need to maintained? •Choose one of the items and explain the maintenance that this particular product/system requires to be well maintained. • Identify the components of a car (e.g., radio, brakes, pedal, electric antennae, etc.) that draw power from its battery and function and the stresses that act on them. Explain how to and maintain these systems to preserve the car's battery life span, maintenance needs and recycling process for car <p>Resources (electronic/non-electronic print or non-print)</p> <ul style="list-style-type: none"> •http://earth911.com/automotive/car-batteries/ 	<p>Teacher observation/antidotal records Project Rubric Benchmark</p> <p>• http://www.ehow.com/how/229476</p>
Cross Curricular Standards:	

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- Grade Level Assignments are based on cross-curricular classroom themes (literacy, math and integrated sciences) - See Appendix A Additional standards can be cross-referenced in specific content areas.

CCCS 9: 21st Century Life and Career Standards -

- 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.

Modifications:

- As per IEP/504
- See Appendix D

Appendix A

Assignment Scope and Sequence
(Subject to change as needed to meet skills required by CC CS)

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Scope and Sequence			
1 s t G r a d e A s s i g n m e n t s			
Month	Project Title	Programs Used	Cross Curricular Connection
September	Introduction to Computers	Pixie, Internet	
	Navigational Skills - Starfall	Internet - www.starfall.com	Literacy, Math, Integrated Sciences
October	5 Little Pumpkins	Pixie; <i>5 Little Pumpkins</i>	Literacy, Role Playing
	Navigational Skills - ABCya	Internet - www.abcya.com	Literacy, Math, Integrated Sciences
November	Hungry Caterpillar	Pixie; <i>The Very Hungry Caterpillar</i>	Literacy
	Navigational Skills - Cookie.com	I n t e r n e t -	
December	Typing Skills - Dance Mat Typing	Internet -	
	Holiday Math Sentences	Pixie	Math
	Navigational Skills - 1<51 Bitesize	Internet- www.bccouk/bitesize-11/ /-	Literacy, Math, Integrated Sciences
January	Typing Skills	D a n c e M a t	
	Snowman Picture	Pixie	Integrated Science
	Navigational Skills - TVOKids	I n t e r n e t -	
February	Typing Skills	D a n c e M a t	
	Hibernation Book	Pixie	Literacy, Integrated Sciences
	Navigational Skills - Fun for the Brain	Internet - www.fun4thebrain.com	Math
March	Typing Skills	D a n c e M a t	
	Dr. Seuss - Hop on Pop - Word	Pixie; <i>Hop on Pop</i>	Literacy
	Polygons	Pixie	Math
April	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	D a n c e M a t	
	Creepy Crawly	Pixie	Literacy
May	Money Book	Pixie	Math
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	D a n c e M a t	
June	Toy Store Shopping	Pixie	Math
	Counting Insects	Pixie	Math
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
June	Typing Skills	D a n c e M a t	
	Tidepool Poem	MS Word; Google Images	Literacy, Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	D a n c e M a t	

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Scope and Sequence
2 n d G r a d e A s s i g n m e n t s

Month	Project Title	Programs/Resources Used	Cross Curricular Connection
September	Introduction to Computers; Cybersafety	Pixie, Internet	
	4 Seasons Tree	Pixie	Integrated Sciences
	Navigational Skills - Starfall	Internet - www.starfall.com	Literacy, Math, Integrated Sciences
October	Animal Classification	Pixie	Integrated Sciences
	Navigational Skills - ABCya	Internet - www.abcya.com	Literacy, Math, Integrated Sciences
	Typing Skills - Dance Mat Typing	Internet -	
November	Personal Totem Pole	Pixie	Integrated Sciences
	Navigational Skills - Cookie.com	Internet -	
	Typing Skills	Dance Mat	
December	Holiday Plurals	Pixie	Literacy
	Navigational Skills - 1<51 Bitesize	Internet -	Literacy, Math, Integrated Sciences
	Typing Skills	Dance Mat	
January	10 Little Rubber Ducks Book	Pixie; <i>10 Little Rubber Ducks</i>	Literacy
	Navigational Skills - TVOKids	Internet -	
	Typing Skills	Dance Mat	
February	Dr. Seuss - ABC Alliterations	Pixie; <i>ABC Book</i>	Literacy
	Dr. Seuss Book Survey	Graphing website	Math
	Navigational Skills - Fun for the Brain	Internet - www.fun4thebrain.com	Math
	Typing Skills	Dance Mat	
March	Animal Cinquin	Pixie	Literacy
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	Dance Mat	
April	Solar System	MS Power Point; Google Images	Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	Dance Mat	
May	What Would I Be? Poem	MS Word; Google Images	Literacy
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	Dance Mat	
June	Dinosaur Bookmark	MS Word; Google Images	Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
	Typing Skills	Dance Mat	
Additional	Nonfiction Research	Internet - Enchanted Learning	Integrated Sciences
		A c t i v i t i e	

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Scope and Sequence
3 r d G r a d e A s s i g n m e n t s

Month	Project Title	Programs Used	Cross Curricular Connection
September	Introduction to Computers- Lab Rule Booklet	Pixie, Internet	
	Cyber Safety - NetSmartz	Internet - www.netsmartzkids.org	Integrated Sciences
October	Typing Skills - Dance Mat Typing	www.bbc.co.uk/schools/tvp	
	Storybird Creations	www.storybird.co	
	Navigational Skills - ABCya	Internet - www.abcya.com	Literacy, Math, Integrated Sciences
November	Typing Skills	D a n c e M a t	
	My Profile	MS Word, Google Images	Literacy
	Navigational Skills - Arcademic Skill Builder Skills	Internet - www.arcademics.com	Math
December	Typing Skills	D a n c e M a t	
	Snowman Poem	MS Word, Google Images	Literacy
	Navigational Skills - K52 Bitesize	Internet -	Literacy, Math, Integrated Sciences
January	Typing Skills	D a n c e M a t	
	Multiplication Chart	MS Excel	Math
	Navigational Skills - Cool Math 4 Kids Skills	Internet -	
February	Typing Skills	D a n c e M a t	
	Dr. Seuss - Green Eggs & Ham - Rhythm and Rhyme	Pixie	Literacy
	Navigational Skills - Fun for the Brain	Internet - www.fun4thebrain.com	Math
March	Typing Skills	D a n c e M a t	
	Hippo Sandwich Poem	MS Word, Google Images	Literacy
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
April	Typing Skills	D a n c e M a t	
	Ice Cream Survey	MS Excel	Math
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
May	Typing Skills	D a n c e M a t	
	MARE - Whales and Dolphins	MS Power Point	Literacy, Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
June	Typing Skills	D a n c e M a t	
	Web Quest	Internet	Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
Additional Projects	Typing Skills	D a n c e M a t	
	Shel Silverstein Poem	MS Word, Google Images	Literacy
	Earth Day Poster	MS Word/Pixie	Literacy, Integrated Sciences

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Scope and Sequence
4 t h G r a d e A s s i g n m e n t s

Month	Project Title	Programs Used	Cross Curricular Connection
September	Cyber Bullying Prevention Poster	MS Word, Google Images	Literacy, Integrated Sciences
	Cyber Safety - NetSmartz	Internet - www.netsmartzkids.org	Integrated Sciences
October	Typing Skills - Mavis Beacon		M a v i s B e a c o n
	Spaghetti Poem	MS Word, Google Images	Literacy
	Navigational Skills - ABCya	Internet - www.abcya.com	Literacy, Math, Integrated Sciences
November	Typing Skills		M a v i s B e a c o n
	Essay Formatting	MS Word	Literacy
	Navigational Skills - Arcademic Skill Builder	Internet - www.arcademics.com	Math
December	Skills		M a v i s B e a c o n
	Web Oust	Internet	Integrated Sciences
	Navigational Skills - K52 Bitesize	Internet - www.	Literacy, Math, Integrated Sciences
January	Typing Skills		M a v i s B e a c o n
	Food Chain Graphic Organizer	MS Word	Integrated Sciences
	Navigational Skills - Cool Math 4 Kids		Internet -
February	Typing Skills		M a v i s B e a c o n
	Dr. Seuss - My Many Colored Days - Visualization	Pixie	Literacy
	Navigational Skills - Fun for the Brain	Internet - www.fun4thebrain.com	Math
March	Typing Skills		M a v i s B e a c o n
	Sports Survey	MS Excel	Math
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
April	Typing Skills		M a v i s B e a c o n
	Famous NJ Person Research	Internet	Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
May	Typing Skills		M a v i s B e a c o n
	Famous NJ Person Report	MS Word, Google Images	Literacy, Integrated Sciences
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
June	Typing Skills		M a v i s B e a c o n
	All About Me	MS Power Point, Google Images	Literacy
	Navigational Skills	Internet - teacher's Useful Links	Literacy, Math, Integrated Sciences
Additional	Typing Skills		M a v i s B e a c o n
	Online E-card to US Troops	Internet	Integrated Sciences
		P r o j e c t	

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Scope and Sequence
5 t h G r a d e A s s i g n m e n t s

Month	Project Title	Programs Used	Cross Curricular Connection
September	Cyber Bullying - Friendly Letter	MS Word	Literacy, Integrated Sciences
	Typing Skills - Mavis Beacon	M a v i s B e a c o n	
October	National Symbols Research	Internet	Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
November	National Symbols Report	MS Power Point, Google Images	Literacy, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
December	Web Quest	Internet	Integrated Sciences
	Skills	M a v i s B e a c o n	
January	Zoo Animals Graph	MS Excel	Math, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
February	Dr. Seuss - Cat in the Hat - Puzzle	<i>Cat in the Hat</i> ; www.puzzlemaker.com	Literacy
	Dr. Seuss - Acrostic Poem	Internet, MS Word	Literacy, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
March	100% Me Poem & Pie Chart	MS Excel	Literacy, Math
	Typing Skills	M a v i s B e a c o n	
April	Invention Newsletter	MS Word, Internet, Google Images	Literacy, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
May	Running a Business	MS Excel	Math
	Typing Skills	M a v i s B e a c o n	
June	Technology Timeline	Internet - Glogster, Google Images	Literacy, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
Additional	Winter Holiday Web Hunt	Internet	Integrated Sciences
		P r o j e c t	

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Scope and Sequence
6 t h G r a d e A s s i g n m e n t s

Month	Project Title	Programs Used	Cross Curricular Connection
September	Introduction to Computer Class	MS Power Point	
	Cyber Bullying Lesson	Internet	Integrated Sciences
October	Typing Skills - Mavis Beacon	M a v i s B e a c o n	
	Schedule	MS Excel	
November	Typing Skills	M a v i s B e a c o n	
	Computer Vocabulary	MS Word, www.puzzlemaker.com	Literacy
December	Typing Skills	M a v i s B e a c o n	
	Childhood Disease Research Skills	Internet	Health
January	Childhood Disease Presentation	MS Power Point	Health
	Typing Skills	M a v i s B e a c o n	
February	Pharaoh/Ancient Egypt Brochure	MS Word, Google Images	Social Studies
	Typing Skills	M a v i s B e a c o n	
March	Dr. Seuss - Diffendoofer Day	<i>Hooray for Diffendoofer Day</i> ; MS Power Point	Literacy
	Typing Skills	M a v i s B e a c o n	
April	Excel Vocabulary/ Flash Cards	M S	
	Typing Skills	M a v i s B e a c o n	
May	Candy is Dandy Graphs	MS Excel	Math
	Typing Skills	M a v i s B e a c o n	
June	Shel Silverstein Poem	MS Word	Literacy
	Typing Skills	M a v i s B e a c o n	
Additional Projects	Thesaurus Activity	MS Word	Literacy
	Solar System	MS Excel	Math, Science
	6th Grade is Awesome -MS Word Skills	MS Word	Literacy

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Scope and Sequence
7th Grade Assignments

Month	Project Title	Programs Used	Cross Curricular Connection
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September	Introduction to Computer Class	MS Power Point	
	Cyber Bullying Lesson	Internet	Integrated Sciences
	Typing Skills - Mavis Beacon	M a v i s B e a c o n	
Scope and Sequence			
October	computer vocabulary	M V V O I U , W W W . p L I f l	Curricular Connection
	Typing Skills	M a v i s B e a c o n	
December	Drug Brochure	MS Word	Health
	Typing Skills	M a v i s B e a c o n	
January	Thesaurus Activity	MS Word	Literacy
	Typing Skills	M a v i s B e a c o n	
February	Dr. Seuss - Going Green	<i>The Lorax</i> ; MS Power Point	Literacy
	Typing Skills	M a v i s B e a c o n	
March	Bowling Tournament	MS Excel	Math
	Typing Skills	M a v i s B e a c o n	
April	Golf Tournament	MS Excel	Math
	Typing Skills	M a v i s B e a c o n	
May	Checkbook	MS Excel	Math
	Typing Skills	M a v i s B e a c o n	
		J u n	
	Typing Skills	M a v i s B e a c o n	
		A d d i t i o n a	
Projects			

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September	Introduction to Computer Class	MS Power Point	
	Cyber Bullying Lesson	Internet	Integrated Sciences
	Typing Skills - Mavis Beacon	M a v i s B e a c o n	
October	Business Letter	MS Word	Literacy
	Typing Skills	M a v i s B e a c o n	
November	Computer Vocabulary	MS Word, www.puzzlemaker.com	Literacy
	Typing Skills	M a v i s B e a c o n	
December	Scientific Notation	Internet (Glogster)	Science
	Typing Skills	M a v i s B e a c o n	
January	Retelling a Children's Story	Internet (Prezi)	Literacy
	Typing Skills	M a v i s B e a c o n	
February	Dr. Seuss - Future Plans	<i>Oh the Places You'll Go</i> ; MS Power Point	Literacy
	Typing Skills	M a v i s B e a c o n	
March	Netiquette/Cyber Safety	Internet	Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
April	Fast Food Facts	MS Excel	Math
	Typing Skills	M a v i s B e a c o n	
May	Virtual Vacation	MS Word, MS Excel, MS Power Point	Literacy, Math, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
June	Virtual Vacation	MS Word, MS Excel, MS Power Point	Literacy, Math, Integrated Sciences
	Typing Skills	M a v i s B e a c o n	
Additional	Basketball Statistics	MS Excel	Math
		P r o j e c t	

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Appendix B

Useful Links

(subject to change due to learning needs in the classroom)

New Hanover Township School District
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- Cyber Safety! Netiquette
 - www.common sense media.org (teacher resource)
 - www.net smartz.org (1-3, teacher resource)
 - <http://pbskids.org/webonauts> (3-4)
- Math
 - www.coolmath4kids.com (3-8)
 - www.mathplayground.com (1-8)
 - www.arcademics.com (3-8)
 - www.topmarks.co.uk/maths-games (K-8)
- Literacy
 - www.starfall.com (K-2)
 - www.seussville.com (1-4)
 - www.gigglepoetry.com (2-5)
 - www.topmarks.co.uk/english-games (K-8)
- Integrated Sciences
 - o www.enchantedlearning.com (K-3)
 - o www.philadelphiazoo.org (3-5)
- - www.turtle diary.com (K-2)
 - www.abcya.com (K-5)
 - www.funbrain.com (1-4)
 - www.funschool.kaboose.com (1-4)
 - www.learningplanet.com (K-8)
 - pbskids.org/lab (K-3, teacher resource)
 - <http://more.starfall.com> (K-3)
 - <http://freerice.com> (6-8)
 - www.kidsknowit.com (2-4)
 - www.sheppardsoftware.com (K-4)
 - www.bbc.co.uk/bitesize/ks1/ (K-2)
 - www.bbc.co.uk/bitesize/ks2/ (3-4)
 - www.bbc.co.uk/bitesize/ks3/ (5-8)
 - www.scholastic.com/teachers (teacher resource)
 - www.fun4thebrain.com (K-8)
 - www.cookie.com (K-3)
- Study Skills
 - www.guizlet.com (4-8, teacher resource)
 - www.discoveryeducation.com/free-puzzlemaker (5-8)

Typing Skills

- www.bbc.co.uk/schools/typing (K-3)
- www.tvokids.com/games/keyboardclimber (1-2)
- www.freetypinggame.net (4-8)
- www.typingweb.com (4-8)
- www.onlytypinggames.com (4-8)

Appendix C

Grade Level Computer Vocabulary
(Vocabulary words that students should be familiar with by the end of that grade
and can be subject to change as the technology field changes)

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arrow keys	backspace cancel	apps	Apple	address	browser
CD	control (ctrl) cursor	bold	acceptable use	alt	crop
CD drive	delete	border	background	animation	cut
Click	desktop	copy	cell	blog	desktop
close	double click	digital camera edit	center	browse	ethical
computer	DVD	font	cite	bullets	flip
enter	file	Gooble	clipart	.com	handheld
exit	folder	graphic	column copyright	cyberbullying	hyperlink
headphone	icon	hard drive	data	database	.jpg
Internet	insert	highlight	link	document	network
Pad	login	homepage image	maximize netbook	download	object
keyboard	menu	laptop	notebook	.edu	rotate
login	Microsoft minimize	menu bar	on-line	e-reader	simulation
monitor	monitor password	paste	pull-down	field	social
mouse	program	search	print preview right-	fill effects	symbol
mouse pad	quit	select	click	.gov	transition
open	restart	Skype	resize	homepage	virtual
print	save	software	row	H1TP	web 2.0
printer	shift	style	server	interactive	
save	shutdown spacebar	tab	shortcut	landscape	
screen	start	text	slide	layout	
space	tools	toolbar underline	spell check	left align	
speaker	undo	window	spreadsheet	line spacing	
type	username	word processing	technology textbox	memory	
website			WordArt	multimedia	
			world wide web	.org	
			(www)	plagiarism	
				POP-UP	
				portrait	
				right align	
				search engine	
				scanner	
				virus	
				word wrap	

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6th - 8th

6th - 8th (Con.t)

align
autoformat
autotext
backup
chat
clipboard
cookies
cpu
cyberspace
directory download
e-mail
file extensions
(doc, xls, pub, ppt,
jpg, bmp, gif, wav,
avi, mp3, txt, isp,
mdb)
filename
fill
filter
find and replace
firewall
footer
form
formula grammar
gridlines
group
hardware
header
home directory
import
internet service

margins
merge
navigation
netiquette
off-line orientation
path
peripheral
pixel
plug-in
podcast
profile
print area
public directory
query
record
screen name
security
shading
sort
synonym
table
thesaurus
"the cloud"
ungroup
url
user id
word count
workbook
worksheet zipped
zoom

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■ provider

Appendix **D**

Accommodations and Modifications for Challenged Students

1. Break assignments into segments of shorter tasks
2. Use concrete examples of concepts before teaching the abstract
3. Relate information to the student's experiential base
4. Reduce the number of concepts presented at one time
5. Provide an overview of the lesson before beginning
6. Schedule frequent, short conferences with the student to check for comprehension
7. Provide consistent review of any lesson before introducing new information
8. Highlight important concepts to be learned in text of material
9. Give additional presentations by varying the methods using repetition, simpler explanation, more examples and modeling
10. Require verbal responses to indicate comprehension
11. Allow for oral administration of tests if needed
12. Give written directions to supplement verbal directions
13. Slow the rate of presentation
14. Paraphrase information
15. Keep statements short and to the point
16. Encourage feedback from students to check for understanding
17. Familiarize student with any new vocabulary before beginning of the lesson
18. Alert student's attention before expressing key points
19. Utilize visual aids such as charts and graphs
20. Make frequent checks for assignments progress/completions
21. Make sure the appropriate books and materials are open to the correct pages
22. Check on progress often in the first few minutes of work
23. Provide time suggestions for each task