

MD Technology

Course Compendium

UNITS OF STUDY*

Unit 1- Keyboarding

Unit 2- Google Docs/Word Processing

Unit 3- Internet/Social Media/Research

Unit 4- Google Sheets

Unit 5- Coding/Computer Science

Unit 6- Google Slides

We are living in the Digital Age! This technology class will explore a wide spectrum of computing that is appropriate for the MD students, including keyboarding, word processing, internet, social media, google platform, computer science and basic coding. This class will include an overview of computer technologies that will provide the students tools to assist them in achieving their post-secondary goals.

INTERDISCIPLINARY CONNECTIONS -

NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.11-12.1. Write arguments focused on discipline-specific content.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.4 Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Technology

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

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

*All students attending this class has been identified as a student with a disability. As such, in addition to the standards listed above, the teacher will address each student's individual goals and objectives as outlines in their IEPs.

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MODIFICATIONS / ACCOMMODATIONS

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> Alternative Assessments Choice Boards Games and Tournaments Group Investigations Learning Contracts Leveled Rubrics Multiple Texts Personal Agendas Homogeneous Grouping 	<ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Tiered Activities/Assignments Graphic Organizers Choice of Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities 	<ul style="list-style-type: none"> Jigsaw Think-Tac-Toe Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Varied Product Choices Stations/Centers Work Alone/Together

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