

# 5th Grade Technology Course Compendium

## **UNITS OF STUDY\***

Unit 1 - *Technology Operations & Concepts* (September)

Unit 2 - *Keyboarding* (October)

Unit 3 - *Excel/Spreadsheets* (November)

Unit 4 - *Coding/Computer Science/Engineering* (December - January)

Unit 5 - *Internet/Social Media/Research* (February - March)

Unit 6 - *Microsoft PowerPoint/Presentation Software* (April - May)

Unit 7 - *Innovation and Culminating Project* (June)

## **Language Arts**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

## **Social Studies**

### **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.

**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.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.2.8.B.1** Research careers within the 16 Career Clusters and determine attributes of career success.

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**9.2.B.4** Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

| English Language Learners   | Students Receiving Special Education Services  | Advanced Learners   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● <a href="#">WIDA Can Do Descriptors for Grades 4-5*</a></li> <li>● <a href="#">WIDA Essential Actions Handbook</a></li> <li>● <a href="#">FABRIC Paradigm</a></li> <li>● <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p style="text-align: center;"><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>● Personal glossary</li> <li>● Text-to-speech</li> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">New Jersey Tiered System of Supports</a></li> <li>● <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>● <a href="#">UDL Checklist</a></li> <li>● <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> <li>● Use a calculator or table of "math facts"</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>● <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>● <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p style="text-align: center;"><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>● Use of high level academic vocabulary/texts</li> <li>● Problem-based learning</li> <li>● Pre-assess to condense curriculum</li> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <hr/> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p> |

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|  | <p>room with few distractions</p> <ul style="list-style-type: none"> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and directions</li> <li>● Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Shorten assignment</li> <li>● Answer fewer or different test questions</li> <li>● Create alternate projects or assignments</li> </ul> |  |
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**At Risk Learners / Differentiation Strategies**

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| <p>Alternative Assessments<br/>Choice Boards<br/>Games and Tournaments<br/>Group Investigations<br/>Guided Reading<br/>Learning Contracts<br/>Leveled Rubrics<br/>Literature Circles<br/>Multiple Texts<br/>Personal Agendas</p> | <p>Independent Research &amp; Projects<br/>Multiple Intelligence Options<br/>Project-Based Learning<br/>Varied Supplemental Activities<br/>Varied Journal Prompts or RAFT Writing<br/>Tiered Activities/Assignments<br/>Tiered Products<br/>Graphic Organizers<br/>Choice of Books/Activities<br/>Mini-Workshops to Reteach or Extend<br/>Think-Pair-Share by readiness or interest<br/>Use of Collaboration of Various Activities</p> | <p>Jigsaw<br/>Think-Tac-Toe<br/>Cubing Activities<br/>Exploration by Interest<br/>Flexible Grouping<br/>Goal-Setting with Students<br/>Homework Options<br/>Open-Ended Activities<br/>Use of Reading Buddies<br/>Varied Product Choices<br/>Stations/Centers<br/>Work Alone/Together</p> |
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