

Focus Topic: Standard 8.1: Educational Technology

TSW = The Student Will

| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments Activities |
|---|------------------|--------------------------------------|---|--|
| TSW select and use appropriate digital tools | 8.1.5.A.1 | Why do I need to use technology? | The use of technology and digital tools requires knowledge. | Ongoing observation & questioning during class discussions |
| TSW format a document using a word processing application | 8.1.5.A.2 | What are common uses of technology? | Media rich resources enhance creativity. | Performance tasks |
| TSW use a graphic organizer to organize information about a problem | 8.1.5.A.3 | Why is safety important? | Digital tools assist in gathering and managing information. | Self-Assessment |
| TSW graph data using a spreadsheet | 8.1.5.A.4 | What purpose do digital tools serve? | Technological development creates societal concerns. | NJ TAP IN Checklist |
| TSW collaboratively work to produce a digital story | 8.1.5.B.1 | | | Projects |
| TSW engage in online discussion with learners of other cultures to investigate worldwide issues | 8.1.5.C.1 | | | Differentiated Instruction |
| TSW understand the need for and use of copyrights | 8.1.5.D.1 | | | Technology Integration |
| TSW demonstrate an understanding of the need to practice cyber safety | 8.1.5.D.3 | | | |
| TSW understand digital citizenship | 8.1.5.D.4 | | | |

| | | | | |
|---|-----------|--|--|--|
| TSW use digital tools to research | 8.1.5.E.1 | | | |
| TSW apply digital tools to collect, organize and analyze data that support a scientific finding | 8.1.5.F.1 | | | |

Focus Topic: Standard 8.2: Technology Education, Engineering, and Design

TSW = The Student Will

| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessment Activities |
|---|------------------|--|--|--|
| TSW compare and contrast how products made in nature differ from products that are human made | 8.2.5.A.1 | How does technology help us in our everyday lives? | Technological systems impact the world. | Ongoing observation & questioning during class discussions |
| TSW compare and contrast how technologies have changed over time | 8.2.5.A.4 | What are the advantages vs. disadvantages of technology? | The design process is a systematic approach to solving problems. | Performance tasks |
| TSW examine systems used for recycling and recommend simplification of the system | 8.2.5.B.2 | How does technology affect our environment? | Digital tools promote communication and collaboration in design. | Self-Assessment |
| TSW investigate ways that various technologies are being developed | 8.2.5.B.3 | How do parts of a system work together? | Products and systems are created through application and resources | NJ TAP IN Checklist |
| TSW research technologies that have changed due to society | 8.2.5.B.4 | Why recycle? | | Projects |

| | | | | |
|---|-----------|---|--|----------------------------|
| TSW collaborate with peers to illustrate components of a designed system | 8.2.5.C.1 | How do parts work together in a system? | | Differentiated Instruction |
| TSW collaborate and brainstorm with peers to solve a problem | 8.2.5.C.4 | | | Technology Integration |
| TSW work with peers to redesign an existing product for a different purpose | 8.2.5.C.7 | | | |
| TSW evaluate and test alternative solutions to a problem | 8.2.5.D.2 | | | |
| TSW follow step by step directions to assemble a product or solve a problem | 8.2.5.D.3 | | | |
| TSW explain the positive and negative effects of products | 8.2.5.D.6 | | | |
| TSW identify how computer programming impacts our everyday lives | 8.2.5.E.1 | | | |
| TSW use a simple, visual programming language to create a simple program (see Glossary) | 8.2.5.E.3 | | | |
| TSW use appropriate terms in conversation (EX: program, memory, software, procedure, data) – see Glossary | 8.2.5.E.4 | | | |

| | |
|--|---|
| Assessments | Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations |
| 21st Century Skills and Career Integration | Informational sources, text features |
| Technology Integration | Digital tools; online series, iPads, computers, Microsoft programs, websites |
| Interdisciplinary Connections | Social Studies and Science- Informational Text |
| Core Instructional and Supplemental Materials | Core Instruction: Supplemental: picture books, fictional and non-fictional books, videos |
| Modifications/Accommodations | ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction |



TM