

# Computers

## Grade 6

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*Superintendent of Schools:*

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## **Grade 6 Computers**

**Course Description:** Grade 6 Computers will build off the skills and knowledge the students have attained during the previous years' courses. Students will continue to utilize the Google platform including Google Classroom. The free resources Google Cs First and Google Applied Digital Skills will also be valuable tools. The 6th grade Digital Time Capsule is an assignment which culminates with each student publishing their own personal slideshow from their last year at Highland. Internet Safety, Cyberbullying, and Social networks is a crucial unit for this age group and should prepare students for the challenges they will face as they move up to the middle/high school. Another essential skill 6th graders will be expected to master is evaluating websites when doing Internet research. Students have more information than ever at their fingertips but finding trustworthy sources is not easy. Being able to create a Works Cited page will also be expected. Students will be introduced to digital photography and use Adobe Photoshop Elements to edit, manipulate and create an original computer art piece.

### **Course Sequence:**

**Unit 1:** Google Education Suite & Research (12 classes)

**Unit 2:** Internet Safety & Digital Citizenship, (8 classes)

**Unit 3:** Adobe Photoshop (10 classes)

**Unit 4:** Coding (10 classes)

**Pre-requisite: Grade 5 Computers**

**Unit 1 - Overview****Content Area: Computers****Unit Title: Evaluating Sources & Research****Grade Level: 6**

**Core Ideas:** Being able to use the Internet for effective research is a valuable skill students need as they move up to the upper grades. Students must be able to discern what is a reliable source and what is not. Part of this unit is also about the ethical use of information, copyrights and citing your sources. Technology has impacted society in so many ways and the negatives and positives will be discussed and debated.

**Unit 1 - Standards****Standards: (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)****Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media
9.4.8.IML.10	Examine the consequences of the uses of media
9.4.8.IML.11	Predict the personal and community impact of online and social media activities
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
<b>Computer Science and Design Thinking</b>	
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
<b>Interdisciplinary Connection</b>	
RI.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting

W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Intercultural Statements (*Amistad, Holocaust, LGBT, SEL, etc...*)**

Amistad: Discuss how social media can be used for social justice as well as how media bias affects news reporting.

Holocaust: Discuss how Social Media has given people a forum for hate speech and bullying and what the consequences can be.

**Unit Essential Question(s):**

- How can we verify that our sources are reliable?
- How can we most effectively do research online?
- What are the negative and consequences of social media on society?
- How has social media changed the world?

**Unit Enduring Understandings:**

- Not all sources are reliable on the Internet
- Searching the Internet effectively is an essential research skill
- You must give credit to your sources when researching
- Social media has many positive and negative consequences
- You cannot believe everything you read on the Internet
- You must always use more than one source when researching
- We must give credit to the sources that we use for research

**Evidence of Learning**

**Formative Assessments:**

Evaluating Websites Activity

Flocabulary Evaluating Sources assignment

News & Media Literacy lesson from Common Sense Media

Teacher Observations

**Summative/Benchmark Assessment(s):**

Evaluating Websites Activity

Evaluating Source Quiz

**Alternative Assessments:**

Student conversations

Student project

**Resources/Materials:**

Flocabulary

Google Education Suite

Google Classroom

Common Sense Media

Faronics Insight

**Key Vocabulary:**

Evaluating Sources

Domain

Currency

Publisher

Relevancy

Domain Extension

Accuracy

URL

Authority

ISP

Purpose

Citation

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Evaluating Websites	- Be able to use CRAAP method to evaluate sources	-Introduce CRAAP method of evaluating sources -Watch videos and take notes explaining it -End of unit quiz	3
Verify Websites	-Be able to determine if a website is trustworthy	-Assign each student 2 websites -Have them prove if it is trustworthy or not using CRAAP method -Discuss results as a class	2
Flocabulary	-Importance of Evaluating Sources for research	-Watch video together -Students complete activities independently	1

Common Sense Media	-Understand that there is bias in most news sources and especially social media	-Watch video together and introduce concept -Discuss where students have seen media bias -Complete activity	1
Brief Research	-Be able to find information about a topic online -	-Allow students to pick a technology related topic -Students find at least 2 sources -Take notes on topics -Summarize info in a brief slideshow -Cite sources	4

**Teacher Notes:****Additional Resources:****Differentiation/Modification Strategies****Students with Disabilities/504**

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

**English Language Learners**

- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Highlight key vocabulary
- Reduce amount of work required
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation

**Gifted and Talented**

- Anchor Activities
- Appoint as teacher’s helpers
- Assign additional Internet activities

**Students at Risk**

- Online Enrichment activities
- Peer tutoring

**Unit 2 - Overview****Content Area: Computers****Unit Title: Internet Safety & Digital Citizenship****Grade Level: 6****Core Ideas:** Being a responsible and ethical digital citizen is crucial for our 21st century learners. Students will learn to protect their information, be responsible online, and encourage positive change online.**Unit 2 - Standards****Standards:** (Content and Technology):**CPI#:**      **Statement:****Performance Expectations (NJSL)****Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.

**Computer Science and Design Thinking**

8.1.8.NI.3	Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
8.1.8.NI.4	Explain how new security measures have been created in response to key malware events.
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.

**Interdisciplinary Connection (must include Companion Standard(s) R and W)**

RI.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)**

Holocaust: Focus on the importance of being an upstander when using social media. Reinforce that bias and intimidation online can lead to school consequences as well as legal ones.

**Unit Essential Question(s):**

- What is cyberbullying and what do we do if we see it happening?
- How can what we do and say online now affect our future?
- What are some ways to encourage positive social change online?

**Unit Enduring Understandings:**

- Technology allows us to connect with others in meaningful ways
- It is important to keep our information and identities private while online.
- How to spread positivity through the online community
- People often lie about their real identity so you should not talk to strangers online
- What you post online can live on forever

• How can our online words affect others and their mental health?	• There can be real world consequences to poor online behavior		
<b>Evidence of Learning</b>			
<b>Formative Assessments:</b> BrainPop assignments Common Sense Media assignments			
<b>Summative/Benchmark Assessment(s):</b> Online Safety and Vocabulary Quiz			
<b>Alternative Assessments:</b> Student conversations Student choice of project			
<b>Resources/Materials:</b> BrainPop Common Sense Media Google Forms Google Docs Google Classroom Faronics Insight	<b>Key Vocabulary:</b> Cyberbully                      Spam Social Media                    Hacker Downloading                    Malware Hyperlink                        Phishing Digital Etiquette                Social Network Bystander                        Upstander Social Justice		
<b>Suggested Pacing Guide</b>			
<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
BrainPop	-How to navigate social media and online news	-BrainPop “Media Literacy” and “Peer Pressure” videos -Brain Pop activities	2
Common Sense Media	-News and Media Literacy -Digital Drama and hate Speech -Media Balance	-Common Sense Media grade 6 lessons -Watch related videos as a class -Complete worksheets individually and in small groups	3-4
Flocabulary	-Oversharing Info online	-Watch Oversharing video together as a class	1
Discussion with Mrs. Scala	-Understand consequences of Online Behavior	-Take a social media use survey -Review results with schools counselor -Class discussion and questions with counselor -Watch videos together	1-2
<b>Teacher Notes:</b>			
<b>Additional Resources:</b> YouTube K-5Tech.Net			
<b>Differentiation/Modification Strategies</b>			
<b>Students with Disabilities/504</b>			
<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Strategic/flexible grouping and pairing</li> <li>• Ample wait time before calling on students</li> <li>• Student self-assessment, self-monitoring of progress</li> <li>• Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share</li> <li>• Have students set personal growth goals</li> <li>• Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention</li> <li>• Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks</li> <li>• Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers</li> <li>• Allow: Highlighting of key words/concepts; silent pre-reading; partner reading</li> </ul>			

- Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

**English Language Learners**

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**Gifted and Talented**

- Anchor Activities
- Appoint as teacher’s helpers
- Assign additional Internet activities

**Students at Risk**

- Online Enrichment activities
- Peer tutoring

**Unit 3 - Overview****Content Area: Computers****Unit Title: Digital Photography & Photoshop****Grade Level: 6**

**Core Ideas:** There are many digital tools that allow you to express yourself in a creative way. You can take pictures using a variety of tools such as cameras, computers and phones. You can edit and manipulate your photographs or drawings using a variety of editing tools.

**Unit 3 - Standards****Standards:** (Content and Technology):**CPI#:**      **Statement:****Performance Expectations (NJSLs)****Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.3:	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
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9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
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9.4.8.TL.3:	Select appropriate tools to organize and present information digitally.
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**Computer Science and Design Thinking**

8.1.8.DA.2	Explain the difference between how the computer stores data as bits and how the data is displayed.
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8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
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8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
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8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
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8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
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**Interdisciplinary Connection (must include Companion Standard(s) R and W)**

RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
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W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and informati
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**Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)**

Amistad: Show examples of digital art from African American artists and others.

**Unit Essential Question(s):**

- How do we use algorithms in our everyday lives?
- Can we use loops to make our programs easier to write?
- How does computer programming impact our world?

**Unit Enduring Understandings:**

- We communicate with computers, applications, and software programs through computer programming
- There are a wide variety of ways for coding to be used
- Algorithm is a set of directions used to solve problems or perform tasks
- Perseverance, critical thinking, problem solving and teamwork are some important skills learned through coding

**Evidence of Learning****Formative Assessments:**

Digital Folder Check

Written Directions for their project

**Summative/Benchmark Assessment(s):**

Final Photoshop project

**Alternative Assessments:**

Student conversations

Student project

<b>Resources/Materials:</b> Adobe Photoshop Elements 11 Google Classroom Faronics Insight Digital Cameras Construction paper for matting	<b>Key Vocabulary:</b> Crop            USB Rotate        Upload Blur            Download Edit .JPG .PSD
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### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Intro to Photoshop	-Learn the basic tools of Photoshop	-Explain project and its requirements -Show -Demonstrate how to open and use Photoshop	1
Free Play	-Learn to use variety of Photoshop Tools	-Students have time to explore and practice using tools and filters -Practice downloading pictures from the Internet and saving to a folder -Students have time to try new ideas and ask questions	2
Create Folders and upload images/ Copyrights	-Create and manage multiple folders	-Demo how to create folders -Students make a folder in Drive and on Desktop -Demo how to add and move files to folders -Explain need for copyrights -Show how to find fair use images and give credit to others	1
Project Work & Completion	-Make an original and creative masterpiece	-Students will take or upload images -Individually create, edit and manipulate their images using Photoshop -Students keep track of each step	6

#### Teacher Notes:

#### Additional Resources:

Photo paper

### Differentiation/Modification Strategies

#### Students with Disabilities/504

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

#### English Language Learners

- Give instructions/directions in writing and orally
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- Allow errors in speaking
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- Highlight key vocabulary
- Reduce amount of work required
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation

**Gifted and Talented**

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

**Students at Risk**

- Online Enrichment activities
- Peer tutoring

**Unit 4 - Overview****Content Area: Computers****Unit Title: Coding****Grade Level: 6**

**Core Ideas:** Coding is a skill that is becoming more and more useful in today's world. It also furthers students' abilities in problem solving, critical thinking, teamwork, logic and perseverance. As students progress they are introduced to more advanced skills. This will eventually lead to them being able to understand a variety of concepts and help them to learn different coding languages in the upper grades. It will show students that programming allows you to create new apps, games, websites, art and other computer based artifacts.

**Unit 4 - Standards****Standards: (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)****Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.3:	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income
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9.2.8.CAP.15:	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
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9.4.8.CI.3:	Examine challenges that may exist in the adoption of new ideas
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9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
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**Computer Science and Design Thinking**

8.1.8.DA.2:	Explain the difference between how the computer stores data as bits and how the data is displayed.
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8.1.8.DA.3:	Identify the appropriate tool to access data based on its file format.
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8.1.8.AP.1:	Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.
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8.1.8.AP.2:	Create clearly named variables that represent different data types and perform operations on their values.
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8.1.8.AP.3:	Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
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8.1.8.AP.4:	Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
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8.1.8.AP.5:	Create procedures with parameters to organize code and make it easier to reuse.
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**Interdisciplinary Connection (must include Companion Standard(s) R and W)**

RI.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
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**Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)****Unit Essential Question(s):**

- How do we use algorithms in our everyday lives?
- Can we use loops to make our programs easier to write?
- How does computer programming impact our world?

**Unit Enduring Understandings:**

- We communicate with computers, applications, and software programs through computer programming
- There are a wide variety of ways for coding to be used
- Algorithm is a set of directions used to solve problems or perform tasks
- Perseverance, critical thinking, problem solving and teamwork are some important skills learned through coding

**Evidence of Learning****Formative Assessments:** BrainPop and Flocabulary assignments

Code.org Lesson Work

Class projects with Google CS First

**Summative/Benchmark Assessment(s):**

Vocabulary Quiz

<b>Alternative Assessments:</b> Student conversations Student project			
<b>Resources/Materials:</b> BrainPop Code.Org Google CS First Flocabulary Google Classroom Faronics Insight		<b>Key Vocabulary:</b> Event Sprites Behaviors Conditional Variables Loops Simulator	
<b>Suggested Pacing Guide</b>			
<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
Flocabulary	-Understand how Events are used in algorithms	-Watch Events video together -Students complete selected activities independently	1
Brain Pop	-Understand how computational thinking works -Learn about Robots and their impact on society	-Watch Computational Thinking and Robots videos as a class -Students complete selected activities independently	2
Code.Org Coursework	-Complete Course F independently	-Do first few levels together as a class. -Watch videos and explain how they will be allowed to work at own pace -	5
Google CS First An Unusual Discovery	-Independently code a scene with dialogue and multiple sprites	-Watch video togethr explaining the lesson -Students go through tutorials at their own pace	2-3
<b>Teacher Notes:</b>			
<b>Additional Resources:</b> YouTube K-5Tech.Net <a href="https://code.org/educate/resources/videos">https://code.org/educate/resources/videos</a>			
<b>Differentiation/Modification Strategies</b>			
<b>Students with Disabilities/504</b>			
<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Strategic/flexible grouping and pairing</li> <li>• Ample wait time before calling on students</li> <li>• Student self-assessment, self-monitoring of progress</li> <li>• Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share</li> <li>• Have students set personal growth goals</li> <li>• Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention</li> <li>• Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks</li> <li>• Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers</li> <li>• Allow: Highlighting of key words/concepts; silent pre-reading; partner reading</li> <li>• Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities</li> </ul>			

- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

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**Gifted and Talented**

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

**Students at Risk**

- Online Enrichment activities
- Peer tutoring