

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Fifth

Subject: Technology

Adoption Date: 4/01/14

Revision Date: November 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. How can I apply computer skills to gather information? (4 weeks)</p> <p>2. How can a spreadsheet help me evaluate information? (2 weeks)</p>	<p>1. How can I create a 3D product by converting a 2D image? (2 weeks)</p> <p>2. How can I apply persuasive tactics? (5 weeks)</p> <p>3. How can I create a video program to present a message? (3 weeks)</p>	<p>1. How can I analyze my work to edit my video? (4 weeks)</p> <p>2. How can I create a website? (5 weeks)</p>	<p>1. How can I create an interactive story using nested loops, conditionals, events and variables? (10 weeks)</p>
Instructional Materials	<p>Graphic Organizer</p> <p>US News &amp; World Report Top Colleges website</p> <p>Google Sheets</p>	<p>Tinkercad website</p> <p>3D printer</p> <p><i>The Comprehensive Persuasive Writing Guide</i> by Barbara Mariconda and Dea Paoletta Auray (2003: Empowering Writers, LLC)</p> <p>iMovie</p>	<p>iMovie</p> <p>Peer review checklists</p> <p>Google sites</p>	<p>Code.org CS Fundamentals Course F</p>
Activities	<p><b>One:</b> Research information about colleges.</p> <p><b>Two:</b> Enter information into spreadsheets, compare results, create graphics.</p>	<p><b>One:</b> Create 3D logo of chosen college.</p> <p><b>Two:</b> Use persuasive devices in script about chosen college.</p> <p><b>Three:</b> Film message using green screen to show student at selected college.</p>	<p><b>One:</b> Edit video to include green screen effect, titles, background audio and images.</p> <p><b>Two:</b> Create a personal website.</p>	<p><b>One:</b> Write and debug computer programs (with increasing levels of difficulty) to create an interactive story.</p>
Standards	<p><b>Activity One:</b> 8.1.5.8.3, 8.1.5.E.1</p> <p><b>Activity Two:</b> 8.1.5.A.5,</p>	<p><b>Activity One:</b> 8.2.5.C.3, 8.2.5.C.7, 8.1.5.A.1</p> <p><b>Activity Two:</b> 8.1.5.B.1, W.5.1., NJLSA.SL5</p> <p><b>Activity Three:</b> 8.1.5.A.1, 8.1.5.F.1</p>	<p><b>Activity One:</b> 8.1.5.A.1, 8.1.5.F.1</p> <p><b>Activity Two:</b> 8.1.5.D.3, 8.1.5.F.1, 8.1.5.A.1-2</p>	<p><b>Activity One:</b> 8.2.5.E1-4</p>

Accommodations and Modifications	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.</p> <p><b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.</p> <p><b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.</p> <p><b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.</p> <p><b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students..</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.</p> <p><b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.</p> <p><b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.</p> <p><b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.</p> <p><b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.</p> <p><b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.</p> <p><b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.</p> <p><b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.</p> <p><b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.</p> <p><b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.</p> <p><b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.</p> <p><b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.</p> <p><b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>
Interdisciplinary Connections	Language Arts	Language Arts	Language Arts	Science
Assessments	<p><b>Formative assessments</b> Analyze student work, questioning, exit tickets.</p> <p><b>Summative assessments</b> Project rubric</p>	<p><b>Formative assessments</b> Questioning, student work, exit tickets.</p> <p><b>Summative assessments</b> Project rubrics</p>	<p><b>Formative assessments</b> Analysis of student work, questioning.</p> <p><b>Summative assessments</b> Project rubric, peer review</p>	<p><b>Formative assessments</b> Analysis of student work, questioning, exit tickets</p> <p><b>Summative assessments</b> Code.org progress indicators, Unit test, project rubric</p>
21st Century Themes and Skills	<p><b>All Activities:</b>  <a href="#">CRP.K-12.CRP1</a>  <a href="#">CRP.K-12.CRP2</a>  <a href="#">CRP.K-12.CRP4</a>  <a href="#">CRP.K-12.CRP6</a>  <a href="#">CRP.K-12.CRP7</a>  <a href="#">CRP.K-12.CRP8</a>  <a href="#">CRP.K-12.CRP9</a>  <a href="#">CRP.K-12.CRP11</a></p>	<p><b>All Activities:</b>  <a href="#">CRP.K-12.CRP1</a>  <a href="#">CRP.K-12.CRP2</a>  <a href="#">CRP.K-12.CRP4</a>  <a href="#">CRP.K-12.CRP6</a>  <a href="#">CRP.K-12.CRP7</a>  <a href="#">CRP.K-12.CRP8</a>  <a href="#">CRP.K-12.CRP9</a>  <a href="#">CRP.K-12.CRP11</a></p>	<p><b>All Activities:</b>  <a href="#">CRP.K-12.CRP1</a>  <a href="#">CRP.K-12.CRP2</a>  <a href="#">CRP.K-12.CRP4</a>  <a href="#">CRP.K-12.CRP6</a>  <a href="#">CRP.K-12.CRP7</a>  <a href="#">CRP.K-12.CRP8</a>  <a href="#">CRP.K-12.CRP9</a>  <a href="#">CRP.K-12.CRP11</a></p>	<p><b>All Activities:</b>  <a href="#">CRP.K-12.CRP1</a>  <a href="#">CRP.K-12.CRP2</a>  <a href="#">CRP.K-12.CRP4</a>  <a href="#">CRP.K-12.CRP6</a>  <a href="#">CRP.K-12.CRP7</a>  <a href="#">CRP.K-12.CRP8</a>  <a href="#">CRP.K-12.CRP9</a>  <a href="#">CRP.K-12.CRP11</a></p>