NJ Department of Education
District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist

<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required. Submission procedures found here:
Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016

This Document in: PDF | Microsoft Word

DIRECTIONS: Place a check ☑ in the unshaded **COMPLETED** column when the **TASK** has been completed.

TASK	Completed	
	Req'd by E-Rate	**Not req'd E-Rate**
DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). (http://www.usac.org/sl/applicants/step01/default.aspx) **Tech Plan creation date**: March 15, 2013		

DIRECTIONS:

- Answers to questions regarding e-rate compliance: http://www.usac.org/_res/documents/sl/pdf/handouts/TechPlan_QuestionstoConsider.pdf
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

	Indicate in the unshaded spaces the page number where the corresponding information is found	
Inventory Sample Table	**Req'd by E-Rate**	**Not req'd by E-Rate**
TECHNOLOGY INVENTORY: 1. Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance *for 12 months of the e-rate funded year*, such as the following areas: a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support f) Telecommunications equipment and services g) Other services **NOTE:** If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx	12-13	
NEEDS ASSESSMENT: 2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.	14	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	**Not req'd by E-Rate**
THREE-YEAR GOALS: **3.** List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities. E-Rate requirements: www.ecfr.gov	14	
THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE: Implementation Activity Sample Table 4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment. a. telecommunications, b. information technology, c. educational technology (including assistive technologies), and d. student technology readiness in preparation for online testing in 2014-2015.	14-20 14-20	 14-20 14-20
PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table 5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. *Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.* Describe the planned professional development strategies by addressing each of the following questions: a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center? b) What professional development opportunities, resources and support (online or in person) exist for technical staff? c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?	30-33	 30-33 30-33
EVALUATION PLAN: Evaluation Plan Sample Table 6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	34	
7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	34	
FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table 8. Provide the anticipated costs for **2013-2014** by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.		35

NJ Department of Education District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist
Review Procedures for District/Nonpublic School/ Charter School Educational Technology Plan

Educational Technology Plan Review and Approval:

The County Office of Education will set the timeline for review, submission and approval of district and Charter School educational technology plans. The County Office of Education will complete an online form by June 15th indicating the districts and Charter Schools with approved educational technology plans. Nonpublic School Educational Technology Plans may be reviewed and letters issued by the Certified Technology Plan approvers found on the Universal Service Administrative Company web site: http://www.sl.universalservice.org/reference/tech/default.asp.

Notification of Approval:

The NJDOE's Office of Educational Technology will send a notification of approval to the Chief School Officers of the approved districts and Charter Schools. Nonpublic School Educational Technology Plan approvals are not listed on the NJDOE website. Therefore, their approval letters do not have to be submitted to the NJDOE.

Posting your plan:

The NJDOE's Office of Educational Technology suggests that school districts, nonpublic schools and Charter Schools post the approved educational technology plan on their web site.

For Assistance:

To answer questions or concerns, contact the district or Charter School's County Office of Education (contact information found at http://www.state.nj.us/education/counties) or e-mail the NJDOE's Office of Educational Technology at edtech@doe.state.nj.us .

Monroe Township School District

Technology Plan

Technology Plan

July 2013 – June 2016

Dr. Kenneth R. Hamilton
Superintendent of Schools

Dr. Jeff Gorman
Assistant Superintendent of Schools

Mr. Michael C. Gorski, CPA
Business Administrator/Board Secretary

Tentative Board Approved: April 17, 2013

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MONROE TOWNSHIP SCHOOLS

ADMINISTRATION

Dr. Kenneth R. Hamilton, Superintendent
Dr. Jeff Gorman, Assistant Superintendent
Mr. Michael C. Gorski, Business Administrator, CPA

BOARD OF EDUCATION

Mrs. Kathy Kolupanowich, President
Mr. Ira Tessler, Vice President
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Ms. Robert Czarneski

STUDENT BOARD MEMBERS

Ms. Francesca Speranza
Ms. Aneri S. Patel

Monroe Township School District

Three-Year Local School District Technology Plan

(2013-2016)

Stakeholders

Title	Name	Signature
Superintendent	**Dr. Kenneth Hamilton**	
Assistant Superintendent	**Dr. Jeff Gorman**	
Principal	**Robert Goodall**	
Principal	**Adam Layman**	
Vice Principal	**Kevin Higgins**	
Supervisor of Language Arts, Media and World Languages	**Pamela Ackerman-Garcia**	
Supervisor of Guidance	**Michele Critelli**	
Teacher	**Patricia Smith**	
Teacher	**Donna Montgomery**	
Teacher	**Courtney Pepe**	
Media Specialist	**Nicole Midura**	
Board Member	**Ira Tessler**	
Student	**Attilio DeMarco**	
Community Member	**Nancy Schieda**	
Community Member	**Thomas Castrovince**	
Technology Facilitator	**Karen O'Connell**	
Network Manager	**Eliot Feldman**	
Director of Information Sys.	**Reginald Washington**	

Do not use a business member who may wish to provide the district with e-rate services. Providers of e-rate services should not be part of the committee's make-up. Follow district and state ethics policy as it relates to conflict of interest.

Narrative (explanation if other members were part of the discussion, or if less than the required nine members were reported above):

I. EXECUTIVE SUMMARY

Monroe Township Schools

Vision, Mission, and Goals

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well trained committed staff in a safe and orderly environment.

Goals

1. To develop a strategic plan around the following 6 key areas to engage the community and maintain instructional excellence
    a. Communications
    b. Community Engagement/Business Partnerships
    c. Instruction
    d. Facilities
    e. Technology/Fine Arts
    f. Fiscal Accountability
2. Review, evaluate and assess current programs and structures
    a. Identify and develop a schedule for review for the year
    b. Initial focus will be technology and structures (Standard Operating Procedures)
3. Develop a budget philosophy, parameters and framework for developing the 2012-2013 budget

Monroe Township Schools Information Technology (MTSiT)
Mission Statement

The mission of the Information Technology Department of the Monroe Township School District is to provide technical service, support, training, and leadership related to the use of information technology in school management as well as classroom curriculum, instruction, and assessment.

Monroe Township Schools Information Technology (MTSiT)
Vision Statements

It is our vision that our students learn in a 1:1 technology environment before, during, and after school.

Basic Principles as it relates to Technology

- Technology is an integral component of school management as well as classroom instruction and assessment
- Technology resources must be available to all users (24/7) as a global communication tool
- Technology training and support must be available to all individuals to improve their knowledge and skills to be productive 21st century citizens
- Our students are digital natives.
- Technology planning must consider future research, trends, and development that can potentially impact the focus of our educational system
- Technology deployments require that the community-at-large be educated as to the value of this resource as a tool for learning

Monroe Township Public School District
Three-Year Educational Technology Plan 2013-2016

I. TECHNOLOGY INVENTORY:

Three-Year Educational Technology Plan Inventory Table			
Area of Need	**Describe for erate funded year 1** **2013-2014**	**Describe for erate funded year 2** **2014-2015**	**Describe for erate funded year 3** **2015-2016**
a) Technology Equipment including assistive technologies	We plan to purchase additional tablet and laptop computers as well as auditory and visual devices to meet the educational needs of our students.	We plan to purchase additional tablet and laptop computers as well as auditory and visual devices to meet the educational needs of our students.	We plan to purchase additional tablet and laptop computers as well as auditory and visual devices to meet the educational needs of our students.
b) Networking Capacity	We plan to increase our wireless capability in three of our elementary schools and to increase Internet bandwidth at those locations.	We plan to increase our wireless capability in our remaining three elementary schools.	We will assess our environment to see if it is meeting the needs of our students, staff, and administrators.
c) Filtering Method	We currently provide Internet filtering using an iPrism appliance and email filtering using a guardian appliance.	We plan to continue seeking the best product that meets the educational needs of our students, staff, and administrators.	We plan to continue seeking the best product that meets the educational needs of our students, staff, and administrators.
d) Software used for curricular support and filtering	We will continue using the Microsoft Office Suite of applications as well as the iLife Suite as our core suite of applications.	We will continue using the Microsoft Office Suite of applications as well as the iLife Suite as our core suite of applications.	We will continue using the Microsoft Office Suite of applications as well as the iLife Suite as our core suite of applications.
e) Technical Support and maintenance	The Information Technology staff employed by the district will continue to provide support for the students, teachers, and administrators in the district. We will continue to perform our own preventive maintenance on our equipment.	The Information Technology staff employed by the district will continue to provide support for the students, teachers, and administrators in the district. We will continue to perform our own preventive maintenance on our equipment.	The Information Technology staff employed by the district will continue to provide support for the students, teachers, and administrators in the district. We will continue to perform our own preventive maintenance on our equipment.

Area of Need	Describe for erate funded year 1 2013-2014	Describe for erate funded year 2 2014-2015	Describe for erate funded year 3 2015-2016
f) Telecommunications equipment and services	We will upgrade our existing Internet bandwidth from 100 Mbps to 200 Mbps and increase our wide area network capacity from 10 Mbps to 20 Mbps	We will evaluate our environment and see if there is a need for additional increases in our WAN to meet the needs of students, staff, and administrators.	We will evaluate our environment and see if there is a need for additional increases in our WAN to meet the needs of students, staff, and administrators.
g) Other services/Business efficiency	We will purchase a hosted Internet service called eBackPack to provide a means for teachers to deliver and receive documents electronically from high school students.	We will continue to see the best services to meeting the needs of the students, staff, and administrators within the district.	We will continue to see the best services to meeting the needs of the students, staff, and administrators within the district.

TECHNOLOGY EQUIPMENT INVENTORY*						
SCHOOL	**DESKTOP COMPUTERS**	**LAPTOP COMPUTERS**	**PROJECTORS**	**DOCUMENT CAMERAS**	**iPADS**	**PRINTERS**
AES	43	87	28	2	2	40
BBS	52	116	37	3	2	51
BES	45	195	29	3	2	46
MLS	66	156	33	2	2	57
MTHS-PCs	95	261	95	50	2100	82
MTHS-Macs	73	289				
MTMS	157	409	76	5	110	74
OTS	60	108	39	2	2	59
WES	62	115	32	2	15	37
Sub Totals	**653**	**1736**	**369**	**69**	**2235**	**446**
Total Computers/Tablets	**4624**					
Additional inventory audit information forthcoming						

II. NEEDS ASSESSMENT:

Several surveys were developed and administered in order to obtain specific information from students, parents, and staff about necessary telecommunication services, hardware, software, and other services to improve education. Survey information will also provide guidance in how we deploy and employ technology in the district for the next three years. Attached to this report are the parent, staff, and student survey results from the surveys that were administered.

III. THREE-YEAR GOALS:

We believe our students, community, and the global society will benefit from our mission to create a 21st century environment for learning that promotes inspiration, motivation, exploration, and innovation.

- **A** Review, evaluate, and assess current standard operating procedures of technology programs and structures.
- **B** Upgrade technology including new technologies, bandwidth, infrastructure, and security in order to support the provision of technological devices and the long-term transition to a virtual learning community for all students in grades Pre-K - 12.
- **C** Provide necessary support and professional development for the development and expansion of technology programs that support 21st century learning communities.

IV. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE (JULY 2013–JUNE 2016):

A Review, evaluate, and assess current standard operating procedures of technology programs and structures

Activity	Persons Responsible	Timeline	Evaluation
A.1 Create a Wiki to determine and identify district technology programs to be included in comprehensive inventory table and program review Current Technology Programs by Category: **Educational Software/Licensing** ● BrainPop/BrainPop Jr ● Follett (Destiny) ● Learn 360 ● Reading Eggs ● Study Island	Assistant Superintendent Director of Information Systems Director of Pupil Personnel Services Educational Technology Facilitator	July 2013	Comprehensive inventory list/table of technology programs

Technology Equipment ● iPads as assistive technology ● ISTE 1:1 Initiative (Student iPads) ● Laptop Carts (Elementary) ● Laptop Carts (Middle School) ● Laptop Carts (High School) **Telecommunications** ● Schoolwires **Filtering** ● Guardian Spam Filter **Business Efficiency** ● AppliTrack ● Genesis ● iObservation ● My Learning Plan ● Naviance ● Payserve ● School Dude ● IEP Contour Tracker ● Teachscape	Principals Supervisors		

Activity	Persons Responsible	Timeline	Evaluation
A.2 Review inventory table to determine the data necessary for evaluation	Assistant Superintendent Director of Information Systems Superintendent	July 2013	Table/spreadsheet of technology programs that includes existing data available and identifies data collection required
A.3 Rank order technology programs from highest to lowest based on per pupil/teacher cost to determine order and sequence of program review with the most costly programs being reviewed first	Administrative Intern Assistant Superintendent Superintendent	July 2013	Table/spreadsheet of technology programs that identifies the per pupil/teacher cost for each technology program and the planned sequence of program review from highest to lowest
A.4 Collect data and review operational procedures for each of the technology programs identified in the inventory table	Administrative Intern Assistant Superintendent Director of Information Systems	July 2013	Table/spreadsheet for each technology program that includes relevant data and operational procedures following the planned program review sequence from highest to lowest

	Superintendent		
A.5 Create report on educational value of programs based on district goals, State mandates, and National Educational Technology Standards for Student, Teachers & Administrators	Administrative Intern Assistant Superintendent Director of Information Systems Superintendent	August 2013	Written report on educational value of district technology programs
A.6 Determine appropriate programs for budgeting	Assistant Superintendent BOE Director of Information Systems Superintendent	August 2013-June 2016	Budget forms and written documentation

B Upgrade technology including new technologies, bandwidth, infrastructure, and security in order to support the provision of technological devices and the long-term transition to a virtual learning community for all students in grades Pre-K - 12.

Activity	**Persons Responsible**	**Timeline**	**Evaluation**
B.1 Increase incoming Internet bandwidth from 100Mbps to 200Mbps.	Director of Information Systems	July 2013 – August 2013	Test system using Internet Bandwidth measuring tools
B.2 Deploy fiber to connect sister schools Brookside/Barclay Brook and Applegarth Elementary/Oak Tree Elementary	Director of Facilities Director of Information Systems	July 2013 – August 2013	Fiber loop testing
B.3 Upgrade District wide area network (WAN) from the current 10Mbps to 20Mbps	Director of Information Systems	July 2013 – August 2013	WAN bandwidth measuring tools
B.4 Upgrade wireless infrastructure in elementary	Director of Information	July 2013 – July 2016	Wireless bandwidth measuring tools

schools	Systems Network Managers		
B.5 Implementation of voice over Internet protocol (VOIP) and voice mails for all staff including the ability to designated staff to issue an all-call if needed	Director of Facilities Director of Information Systems	July 2013 – August 2013	Monitor staff and public use of voice mails
B.6 Implementation of a video distribution of storage system	Assistant Superintendent Curriculum Supervisors Director of Information Systems	July 2013	Monitor use of video storage and use for instructional purposes

C. Provide necessary support and professional development for the development and expansion of technology programs that support 21st century learning communities.

Activity	**Persons Responsible**	**Timeline**	**Evaluation**
C.1 All new staff, K-12, will be trained in the appropriate grade level projects as described in the district Technology & Academic Curriculum aligned to the National Educational Standards for students and teachers. Training will continue each year in New Teacher Orientation to insure	Educational Technology Facilitator Principals Professional Development Staff Supervisors	August 2013 - June 2016	New Teacher Orientation Surveys Attendance at workshops and follow up surveys Workshop agendas

that all staff are trained in the Technology Curriculum.			
C.2 Students at each grade level will learn the appropriate technology skills outlined by the Cumulative Progress Indicators in the NET-S. CPIs will be infused into the various projects in academic areas and technology curriculum. Staff at each grade level will choose from a variety of projects that require students to apply skills stated and insure that they are mastered.	Teachers Principals Supervisors	September 2013 - June 2016	Lesson plans with infused Technology applications highlighted Grade-level meetings Classroom observations Student performance assessments on projects
C.3 Curriculum revision for Grade 5 & 6 Computer Literacy Course and Grade 7 Elective Course will be created.	Computer Teacher Middle School Educational Technology Facilitator	Summer 2014	Approval by Assistant Superintendent, and Board of Education Plans submitted to appropriate administration
C.4 Create lesson applications for Grades 1 & 2 to assist in meeting required CPIs at the end of Grade 2. Offer PD mini course for professional development during the Fall to model performance tasks.	Educational Technology Facilitator	Fall 2013	Submission of curriculum in electronic and paper form Approved by Assistant Superintendent, and Board of Education

Activity	**Persons Responsible**	**Timeline**	**Evaluation**
C.5 Continue to support online subscription and software that support academic instruction and the infusion of digital tools.	Director of Information Systems Educational Technology Facilitator	Summer 2013-2016	Approved by Director of Technology, Assistant Superintendent, and Board of Education
C.6 Provide a shared workstation specialist stationed between all K-5 schools to manage and	Director of Information Systems	Fall 2013	Approval by Assistant Superintendent, and Board of Education

maintain technological needs and provide pedagogical support to ensure that students, teachers and administrators can effectively use digital tools.	Educational Technology Facilitator Network Managers		Computer Medic Logs
C.7 Grades 9-12 best practice i-pad activities will be collected and used for demonstrations at Board of Ed meetings, faculty meetings, academic team/school meetings to document innovation, exploration, inspiration and creative applications of digital tools.	Teachers Principals Supervisors	September 2013 – June 2016	Lesson plans Classroom observations Student performance on projects
C.8 Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular levels.	Assistant Superintendent Educational Technology Facilitator Supervisors	July 2013- June 2016	Websites Wikis Teacher Shared Folder Resources
C.9 A technology budget that is equitable across all schools & grades providing each student with a digital device that promotes innovation, exploration, motivation and inspiration.	Assistant Superintendent Director of Information Systems	2015 - 2016	Approved by Superintendent Board of Education

Activity	**Persons Responsible**	**Timeline**	**Evaluation**
C.10 Purchase new/leased technology and digital tools equipment to enhance delivery of instruction in a 1 to 1 community that provides a safe, equitable and effective learning environment for all students	Assistant Superintendent Director of Information Systems	July 2013 - June 2016	Technology inventory
C.11 Increasing our focus on			Analyze all grants to

grants and securing additional value to the district's technology program through awarded grants.	Grant & Testing Supervisor	July 2013-June 2016	ensure technology planning is incorporated into the grants process to increase potential awards
C.12 All students will have equitable access to educational technology.	Guidance Principals Supervisors Teachers	September 2013 – June 2016	District compliance with NCLB Guidelines
C.13 Technology Learning Stations will be configured in the K-2 areas where possible to increase instructional time on the laptops	Director of Information Systems Network Managers Principal Teachers Workstation Specialist	2013-2014	Increased usage time as recorded on sign out sheets
C.14 Continue to purchase online textbooks, apps & licenses when appropriate and financially possible.	Assistant Superintendent Director of Information Systems Principals Supervisors	September 2013 – June 2016	Increased use of e-texts in each of the content areas
C.15 District Professional development Committee will meet quarterly to update, evaluate and plan for future Professional Development	Assistant Superintendent Principals Professional Development Committee	July 2013-June 2016	Surveys completed for each workshop
C.16 Partnership for Assessment of Readiness of College and Careers (PARCC) Online Testing	Assistant Superintendent Principals Director of Information Systems Director of	July 2013 – September 2014	PARCC is a consortium of 23 states and Washington, DC working together to develop a common set of K-12 assessments in language arts and

	Facilities		math aligned to the Common Core State Standards. The new K-12 assessments, which will be administered online, will mark students' progress and provide teachers with timely information to inform instruction and provide student support. We are working aggressively to make sure we are ready for these test. We plan to use laptops and tablets during the assessments. Each school involved will have enough computing equipment to test a grade level in the morning session and another grade level in the afternoon session. This process will continue over a four or five day period. Since the majority of our schools have three grade levels involved in the test, the following week will be devoted to the grade level that was not tested during the prior week.

C Process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.

All students in Monroe Township Schools complete the goals and objectives outlined in the Technology Curriculum K – 3 and 4 – 5 and in Computer Literacy Grades 6, 7 & 8. At the K – 5 level teachers plan lessons throughout the school year to address specific grade level goals and objectives. These projects and activities are outlined in the curriculum guide and integrate technology skills with content specific topics. The projects are assessed by the classroom teacher.

In grades 6, 7 & 8 Monroe Township students participate in Computer Literacy cycle courses. The technology teacher, as above, plans lessons that address specific grade level technology goals and objectives. Projects and activities associated with these goals are evaluated by the classroom teacher. Student grades in the Computer Literacy cycle courses serve as evidence of achievement of technological literacy by the end of grade eight. In addition, these projects are saved to the school server as a record of student work.

ESSENTIAL CONDITIONS

Necessary Conditions to effectively leverage technology for learning:

Shared Vision
Proactive leadership in developing a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

Empowered Leaders
Stakeholders at every level empowered to be leaders in effecting change

Implementation Planning
A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources

Consistent and Adequate Funding
Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access
Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel
Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

Ongoing Professional Learning
Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technological Support
Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

Curriculum Framework
Content standards and related digital curriculum resources that are aligned with and support digital age learning and work

Student-Centered Learning
Planning, teaching, and assessment centered around the needs and abilities of students

Assessment and Evaluation
Continuous assessment of teaching, learning, and leadership, and evaluation of the use of ICT and digital resources

Engaged Communities
Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources

Support Policies
Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in district school operations

Supportive External Context
Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards

ADMINISTRATOR'S EXPECTATIONS

1. *VISIONARY LEADERSHIP*

   Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. *DIGITAL AGE LEARNING CULTURE*

   Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. *EXCELLENCE IN PROFESSIONAL PRACTICE*

   Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. *SYSTEMIC IMPROVEMENT*

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
d. Establish and leverage strategic partnerships to support systemic improvement
e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. *DIGITAL CITIZENSHIP*

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
c. Promote and model responsible social interactions related to the use of technology and information
d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

TEACHERS'S EXPECTATIONS

EFFECTIVE TEACHERS MODEL AND APPLY THE NATIONAL EDUCATION TECHNOLOGY STANDARDS • STUDENT AS THEY DESIGN, IMPLEMENT, AND ASSESS LEARNING EXPERIENCES TO ENGAGE STUDENTS AND IMPROVE LEARNING; ENRICH PROFESSIONAL PRACTICE; AND PROVIDE POSITIVE MODELS FOR STUDENTS, COLLEAGUES, AND THE COMMUNITY. ALL TEACHERS SHOULD MEET THE FOLLOWING STANDARDS AND PERFORMANCE INDICATORS.

1.FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

e. Promote, support, and model creative and innovative thinking and inventiveness
f. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
g. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
h. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the National Education Technology Standards • Student.

1. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
2. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
3. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
4. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. MODEL DIGITAL AGE WORK AND LEARNING

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

1. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
2. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
3. Communication relevant information and ideas effectively to students, parents and peers using a variety of digital age media and formats
4. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

1. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
2. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
3. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
4. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

1. Participate in local and global learning communities to explore creative applications of technology to improve student learning
2. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
3. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
4. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

STUDENT'S EXPECTATIONS

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

5. Apply existing knowledge to generate new ideas, products, or processes
6. Create original works as a means of personal or group expression
7. Use models and simulations to explore complex systems and issues
8. Identify trends and forecast possibilities

2. 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.

9. Interact, collaborate, and publish with peers, experts, or other employing a variety of digital environments and media
10. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
11. Develop cultural understanding and global awareness by engaging with learners of other cultures
12. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information

a. Plan strategies to guide inquiry
b. Locate, organize analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete project
c. Collect and analyze data to identify solutions and/or make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions

5. *Digital Citizenship*

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. Demonstrate personal responsibility for lifelong learning
d. Exhibit leadership for digital citizenship

6. *Technology Operations and Concepts*

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems
b. Select and use applications effectively and productively
c. Troubleshoot systems and applications
d. Transfer current knowledge to learning of new technologies

VI. PROFESSIONAL DEVELOPMENT

A. Those responsible for coordinating the professional development activities noted in this plan are:

Lew Stonaker	Staff Developer
Stephanie Goldberg	Staff Developer
Karen O'Connell	Educational Technology Facilitator

B. Describe the planned professional development activities for teachers, administrators, and school library media personnel.

1.

All new teachers and staff in the district attend three days of new teacher orientation in August each school year. This includes orientation to the wireless laptop computer, use of Genesis Gradebook, use of the Internet, orientation to Parent Access, and for 9-12 staff iPad 1 to 1 training. All K – 12 staff are introduced to the curriculum software available on each of our district servers. Opportunities are given for exploration on their own.

This initial training is followed up during the school year in several ways. In grades K – 5, staff members receive individual training through the Technology Facilitator on topics generated by the staff members. Other training occurs during faculty meetings and grade level meetings. Middle school staff (Grades 6, 7, and 8) have the opportunity to receive training during daily professional development periods, department meetings and faculty meetings. High School staff receives training during department meetings, faculty meetings, and during the administrative period. All district staff members have access to a variety of technology workshops offered both in and out of the district.

In an effort to support the infusion of technology the Monroe Township School District employs a full time Educational Technology Facilitator. The main function of the Educational Technology Facilitator is to train and assist staff in the application of The National Educational Technology Standards. She works with classroom teachers in both large group and small group settings to train staff on a variety of information and communication technologies. She supports the NETS-S/T/A standards and district curriculum and work closely with classroom teachers to ensure that grade level objectives and activities are completed. This training includes new and existing software as well as Internet applications that support the curriculum, Middle School and secondary staff are supported through faculty meetings, department meetings, and their Professional Development Period.

In addition to the Educational Technology Facilitator, each building in the district has one Technology Resource Teacher who is available to staff before and after school to answer questions and assist in maintaining the laptop carts.

As noted previously professional development for staff and administrators is ongoing. The district offers full and half day professional development days, summer workshops for staff, summer administrator workshops, and the summer three-day New Teacher Orientation program.

A personalized professional development program allowing staff to custom-tailor their professional development to better meet their needs. Staff may choose from a number of focused year-long professional development course offerings or they may select Action Research, Book Study, Lesson Study, Peer Coaching or Teacher Created Projects. The following course offerings are found in the district ***Course of Study Selection Catalogue*** for 2012-2013:

2012-2013 Professional Development Course of Studies Offerings*

101 Advanced Behavior Modifications Systems (K-12)
102 Educational and Behavioral Strategies for Children with Autism (K-12)
103 Enhancing Mathematics Instruction in Your Elementary Classroom (K-5)
104 Balanced Literacy (K-5)
105 Inquiry-based Science (K-5)
106 Understanding by Design (UbD): Advanced Application (K-12)
107 Using the iPad in the High School Classroom (9-12)
108 College and Workplace Readiness (*Based on AVID Teaching Strategies*) (6-12)
109 Differentiated Instruction Strategies (K-12)
110 The 21st Century Digital Learner (K-8)
Y1 ***Year One Study (Required Course for <u>All Teachers New</u> to Education)***
Y2 ***Year Two Study (Required Course for <u>All Teachers moving</u> from Year 1 Study or Beginning Second Year in the Classroom)***
Y3 ***Year Three Study (Required Course for <u>All Teachers moving</u> from Year 2 Study or Beginning Third Year in the Classroom)***

**** Log In to My Learning Plan for more information on each course offering***

2012-2013 Professional Development Differentiated Project Offerings

AR Action Research
BS Book Study - ***See your building administration for a list of approved offerings***
PC Peer Coaching
TC Teacher Created Projects

The following technology application workshops have been offered at various times throughout the year.

CPR Certification
Digital Photography
Pearson enVision & Connected Math Grades (K-8)
Pearson Interactive Science (K-5)
Managing for Results (K-8)
Genesis Lesson Planner for Teachers and Administrators (6-8)
Rosetta Stone Set Up (3-5)
Study Island Data Analysis (2-12)
Reading Eggs Data Analysis and Set Up
Inspiration/Kidspiration/ Brainpop (K-8)
Webpage Design: Navigating Your Way Through School Wires- Blogs, Surveys and Wikis (K-12)
Windows Movie Maker
Destiny Library (K-12)

Lastly, the Monroe Township School District offers on-demand Professional Development workshops for staff. The Professional Development office will offer any course requested by staff.

2.

In terms of global outreach and 21st century skills, the first year of the 1 to 1 i-pad initiative has produced a number of award winning global projects at the High School level. Students have actively engaged workforce professional seeking information and global data to support their projects with an emphasis on improving the world for others. YouTube videos on "Texting and Driving" and "1 Can Make a Difference" are just two examples of some of the very productive projects students have created using their i-pads. Students have used the i-pads to publish interactive lessons and teachers are creating

eBooks to guide instruction. The Middle School students continue their outreach to the active military and veterans using laptops and studying documentation. The availability of FACETIME on i-pads and i-phones has allowed for students at home to be part of instruction, teachers outside the district to contribute to lessons and classes to exchange ideas readily.

3. Numerous opportunities for professional development exist for workstation specialist. This includes computer based training, webinars, and workshops within and out of district.

4. Professional development on the application of assistive technologies is provided to staff by the Child Study Team, the Supervisor of Special Education, and the Director of Pupil Personnel Services. Out of district training in the application of assistive technologies is also provided.

C. Based on educators' proficiency and the identified needs for professional development the following professional development opportunities are planned for 2013 – 2014.

In 2013 – 2014 the Monroe Township School District will continue all of the professional development opportunities as in the past school year. Our Professional Development Plan is available on the district website. Staff members may choose from one of fourteen year-long courses or choose to design a personal professional development project based on an area of interest. In addition, staff may request specific on-demand courses as needed. During the summer a wide variety of intensive professional development opportunities will be available for interested staff. This will be followed by the cycle of New Teacher Orientation during August.

Each of the schools in the Monroe Township School District has one Resource Teacher of Technology to support the maintenance of school equipment and to act as a resource to staff members and administrators before and after school hours.

D. Projected professional development activities that will continue to support identified needs through 2016.

The district will continue all of the professional development activities outlined in this document through 2016. As courses and programs require new software or technologies, the district will respond with workshops to support them. In addition, as new staff members join the district, training will continue to be provided through the New Teacher Orientation Program and through workshops during the school day. Webinars will be increased as needed to provide more on-demand Professional Development

VI. EVALUATION PLAN

Educational Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate how...	
a. Telecommunication services, hardware, software and other services are improving education.	The district will deploy a 200Mbps Internet connection during the 2013-2014 school year. In addition, we will be upgrading our wide area network from 10Mbps to 20Mbps. This upgrade will provide the infrastructure to deliver Internet and district hosted content to the students utilizing Internet-enabled device. Through the use of Wikis, video servers, and other Internet enabled resources parents and students will be encouraged to collaborate with teachers. Upon completion of these upgrades, we will evaluate the network to ensure that it is meeting the needs of students, staff, and administration.
b. Effective integration of technology is enabling students to meet challenging state academic standards.	One of the major benefits of using technology in the classroom is the ability to differentiate instruction to meet the needs of every student in every lesson. Just as every student grows and develops at different rates, they learn in different ways and at different speeds. Technology makes it possible to pace lessons appropriately for each student's learning level and can be used to promote learning in the multiple intelligences. As technologies change, we will employ the new technologies that help our students meet the challenging state academic standards.
c. The LEA is meeting the identified goals in the educational technology plan.	In addition to the Technology Curriculum, all content area curriculum documents for the Monroe Township School District are revised as per the Five Year Curriculum Revision Cycle. Curriculum documents in every content area include appropriate technology resources that are available on the Internet or by utilizing district software. All curriculum documents are posted on the District's website where they are readily accessible by staff members and members of the community.

VII. FUNDING PLAN

Three-Year Educational Technology Plan Anticipated Funding Table (First Year)

ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS)	Video Server with Distribution Capability			$114,000.00	
Print media needed to achieve goals					
Technology Equipment	Wireless Switches and Access Points			$123,000.00	
Network	New tables/laptops for increased enrollment and end of life equipment			$189,000.00	
Capacity	Domain Controllers to replace end of life equipment			$21,600.00	
Filtering	Content filter maintenance			$11,200.00	
Software	Microsoft School License Agreement and iLife Suite			$100,000.00	
Maintenance	Software and firmware maintenance of equipment			$50,000.00	
Upgrades	Wireless upgrades to stay current with technology standards			$75,000.00	

Parent Technology Survey

Respondents: 47 displayed, 47 total **Status: Open**
Launched Date: 10/11/2011 **Closed Date: 2/25/2013**
Display: Display all pages and questions **Active Report Filters: None Active**
Manage Filters: 0 Filters **Share Results: Disabled**

1. How many children do you have who have a tablet or notebook?

1	Response Total 27	Response Percent 57%
2	Response Total 11	Response Percent 23%
3	Response Total 2	Response Percent 4%
4+	Response Total 0	Response Percent 0%
None	Response Total 7	Response Percent 15%
		Total Responses 47

2. What grade is your child currently in?

Kindergarten	Response Total 0	Response Percent 0%
1st grade	Response Total 1	Response Percent 2%
2nd grade	Response Total 2	Response Percent 4%
3rd grade	Response Total 2	Response Percent 4%
4th grade	Response Total 3	Response Percent 6%
5th grade	Response Total 1	Response Percent 2%
6th grade	Response Total 3	Response Percent 6%
7th grade	Response Total 5	Response Percent 11%
8th grade	Response Total 5	Response Percent 11%
9th grade	Response Total 10	Response Percent 21%
10th grade	Response Total 9	Response Percent 19%
11th grade	Response Total 9	Response Percent 19%
12th grade	Response Total 8	Response Percent 17%
Other, please specify	Response Total 2	Response Percent 4%
		Total Responses 47

3. Does your child have the ability to have access to the internet?

Yes	Response Total 47	Response Percent 100%
No	Response Total 0	Response Percent 0%
		Total Responses 47

4. If you answered "yes" to the question above, specify how they connect to the internet:

Dial-up	Response Total 0	Response Percent 0%
High-speed (for example, DSL, cable)	Response Total 45	Response Percent 96%

I don't know	Response Total 2	Response Percent 4%
No internet connection at home	Response Total 0	Response Percent 0%

Total Responses 47

5. Does your child have the ability to print from a tablet or computer while home?

Yes	Response Total 44	Response Percent 94%
No	Response Total 3	Response Percent 6%

Total Responses 47

6. How much time does your child spend on the computer or tablet at home in an average week?

Less than half an hour	Response Total 0	Response Percent 0%
1-2 hours	Response Total 7	Response Percent 18%
3-4 hours	Response Total 10	Response Percent 26%
5 or more hours	Response Total 21	Response Percent 54%
Not sure	Response Total 1	Response Percent 3%

Total Responses 39
(Skipped this question) 8

7. Which of the following activities does your child do on the computer or tablet at home? (Check all that apply.)

Write reports	Response Total 33	Response Percent 85%
Use the internet for research	Response Total 36	Response Percent 92%
Visit websites for homework help or online tutoring	Response Total 31	Response Percent 79%
Visit websites unrelated to schoolwork, or play online games	Response Total 32	Response Percent 82%
Consult an online encyclopedia or library	Response Total 20	Response Percent 51%
Download music	Response Total 25	Response Percent 64%
Email friends or use Instant messaging	Response Total 21	Response Percent 54%
Research College or career Opportunities	Response Total 15	Response Percent 38%

Total Responses 39
(Skipped this question) 8

8. Does your child work with peers outside of school for homework or project work?

Yes	Response Total 27	Response Percent 69%
No	Response Total 12	Response Percent 31%

Total Responses 39

(Skipped this question) 8

9. How often does your child do each of the following activities outside of school to work with peers on school tasks?

	Never	Less than once a week	A few times a week	Daily	Don't know	Response Total
a.Use instant messaging	25.64% (10)	10.26% (4)	17.95% (7)	41.03% (16)	5.13% (2)	39
b. Use email	20.51% (8)	30.77% (12)	23.08% (9)	23.08% (9)	2.56% (1)	39
c. Use a chat room	53.85% (21)	20.51%(8)	10.26% (4)	5.13% (2)	10.26% (4)	39
d. Post to a class or school website	30.77% (12)	25.64% (10)	20.51% (8)	10.26% (4)	12.82% (5)	39
f. Meet in person	7.69% (3)	46.15% (18)	25.64% (10)	20.51% (8)	0% (0)	39

Total Responses 39

(Skipped this question) 8

10. Do other family members (including you) use the computer/tablet?

Yes	Response Total 34	Response Percent 92%
No	Response Total 3	Response Percent 8%
		Total Responses 37
		(Skipped this question) 10

11. If family members use the computer/tablet at home, please indicate who:

Parent(s), including myself	Response Total 33	Response Percent 89%
Siblings	Response Total 25	Response Percent 68%
Other	Response Total 1	Response Percent 3%
Family members do not use Computer	Response Total 3	Response Percent 8%

Total Responses 37
(Skipped this question) 10

12. Do you use a tablet or a computer to do the following? (Check all that apply.)

	I use a tablet	**I use a computer**	**Response Total**
a. To communicate with your child's teachers via email	22.22% (10)	77.78% (35)	45
b. To learn about your child's school on the internet (for example, through a website like "GreatSchools")	26.83%(11)	73.17% (30)	41

c. To learn more about your child's schoolwork or grades	29.27% (12)	70.73% (29)	41
d. To further your own education or career	25.71% (9)	74.29% (26)	35
e. For personal and household uses	31.25% (15)	68.75% (33)	48

Total Responses 37

(Skipped this question) 10

13. How much do you agree or disagree with the following statements about the effect of technology on your child and family?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
a. Technology helps with my child's schoolwork.	55.88% (19)	38.24% (13)	5.88% (2)	0% (0)	34
b. Technology helps my child learn new things.	55.88% (19)	44.12% (15)	0% (0)	0% (0)	34
c. The internet has been a good thing for my child.	35.29% (12)	58.82% (20)	5.88% (2)	0% (0)	34
d. The internet has been a bad thing for my child.	2.94% (1)	14.71% (5)	52.94% (18)	29.41% (10)	34
e. It is essential for today's children to learn how to use the internet in order to be successful.	52.94% (18)	47.06% (16)	0% (0)	0% (0)	34
f. The computer has been a good resource for me and my family.	52.94% (18)	47.06% (16)	0% (0)	0% (0)	34

g.	I would like to use the computer if I had more training in how to use it.	23.53% (8)	38.24% (13)	26.47% (9)	11.76% (4)	34
h.	I know about what my child is doing in school.	35.29% (12)	58.82% (20)	5.88% (2)	0% (0)	34
i.	I have frequent conversations with my child about what he/she is learning.	47.06% (16)	52.94% (18)	0% (0)	0% (0)	34
j.	My child is engaged in school.	38.24% (13)	52.94% (18)	5.88% (2)	2.94% (1)	34
k.	My child's writing skills need improvement.	26.47% (9)	35.29% (12)	35.29% (12)	2.94% (1)	34
l.	My child's organizational skills need improvement.	17.65% (6)	35.29% (12)	35.29% (12)	11.76% (4)	34
m.	My child needs to be prepared for success in college and a career.	67.65% (23)	32.35% (11)	0% (0)	0% (0)	34

Total Respondents 34
(Skipped this question) 13

14. I agree with Education Secretary Arne Duncan's statement that every student and educator should have at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.

Strongly Agree	Response Total 17	Response Percent 50%
Agree	Response Total 15	Response Percent 44%
Disagree	Response Total 0	Response Percent 0%
Strongly Disagree	Response Total 2	Response Percent 6%

Total Responses 34
(Skipped this question) 13

15. Do you know where do you get technical support when you need help with a tablet/laptop?

16. Please provide your comments and feedback on this program.

Student Technology Survey Results Overview

Respondents: 435 displayed, 435 total | **Status: Open**
Launched Date: 10/11/2007 | **Closed Date: 2/25/2013**
Display: Display all pages and questions | **Active Report Filters: None Active**
Manage Filters: 0 Filters | **Share Results: Disabled**

1. Last Name:

View responses to this question

Total Respondents 435

2. First Name:

View responses to this question

Total Respondents 435

3. Student ID:

View responses to this question

Total Respondents 435

4. Do you have a computer/tablet at home?

	Response Total	Response Percent
Yes	429	99%
No	6	1%

Total Respondents 435

5. School:

	Response Total	Response Percent
Applegarth Elementary School	1	0%
Brookside Elementary School	47	11%
Mill Lake Elementary	0	0%
Monroe Township High School	120	28%
Oak Tree Elementary	2	0%
Woodland Elementary School	1	0%
Barclay Brook Elementary School	0	0%
Monroe Township Middle School	264	61%

Total Respondents 435

6. Grade

	Response Total	Response Percent
03	0	0%
04	42	10%
05	7	2%
06	91	21%
07	172	40%
08	3	1%
09	75	17%
10	10	2%
11	14	3%
12	21	5%

Total Respondents 435

7. Do you have Internet access at home?

	Response Total	Response Percent
Yes	326	99%
No	2	1%

Total Respondents 328

(skipped this question) 107

8. What do you use to access the Internet?

	Response Total	Response Percent
Analog Modem –Dialup (Slow)	10	3%
DSL/Cable/Fiber Optic Modem (Fast)	284	93%
Other, please specify	12	4%

Total Respondents 306

(skipped this question) 129

9. Here are some questions about what you think about learning with computers. Please check the box that best describes how much you agree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
1. When I'm learning Something new I use the internet and computers to help me find more information.	29.52% (93)	60.95%(192)	8.57% (27)	0.95% (3)	315
2. I like to use computers to read and write.	25% (79)	47.78% (151)	21.2% (67)	6.01% (19)	316
3. Computers help me learn about different places and people.	34.81%(110)	57.28% (181)	7.28% (23)	0.63% (2)	316
4. Computers are better for games than they are for doing schoolwork.	14.56% (46)	21.52% (68)	54.43%(172)	9.49% (30)	316
5. It's easier to learn from books than from using a computer.	10.76% (34)	26.9% (85)	43.35%(137)	18.99%(60)	316
6. The Internet and computer programs make me a better student.	18.04% (57)	49.05% (155)	27.53% (87)	5.38% (17)	316
7. Computers help me to create things.	38.92% (123)	47.78% (151)	12.03% (38)	1.27% (4)	316
8. Computers help me to understand things.	31.33% (99)	60.44% (191)	6.33% (20)	1.9% (6)	316
9. Computers are better for emailing friends than they are for	9.49% (30)	16.46% (52)	58.54%(185)	15.51%(49)	316

	doing schoolwork.					
10.	Computers make it easier to sort through a lot of information.	44.62% (141)	42.72% (135)	10.13% (32)	2.53% (8)	316
11.	Computers help me and groups I'm in work on school projects more independently	39.24% (124)	46.2% (146)	12.03% (38)	2.53% (8)	316
12.	I get more feedback on my schoolwork using a computer.	24.05% (76)	41.14% (130)	29.43% (93)	5.38% (17)	316
13.	I get more up-to-date information using a computer than I do from books.	58.86% (186)	35.44% (112)	4.43% (14)	1.27% (4)	316

Total Respondents 316

(skipped this question) 119

Staff Technology Survey Results Overview

Respondents: 195 displayed, 195 total **Status: Open**
Launched Date: N/A **Closed Date: 2/25/2013**
Display: Display all pages and questions **Active Report Filters: None Active**
Manage Filters: 0 Filters **Share Results: Disabled**

1. School Assignment:

	Response Total	Response Percent
Applegarth Elementary School	11	6%
Barclay Brook Elementary School	12	6%
Brookside Elementary School	21	11%
Mill Lake Elementary School	13	7%
Monroe Township High School	52	27%
Oak Tree Elementary School	15	8%
Woodland Elementary School	20	10%
Monroe Township Middle School	57	30%

Total Respondents 193
(skipped this question) 2

2. Which grade level do you tech?

	Response Total	Response Percent
Preschool	5	3%
Kindergarten	6	3%
First Grade	19	10%
Second Grade	24	13%
Third Grade	24	13%
Fourth Grade	22	12%
Fifth Grade	28	15%
Sixth Grade	22	12%
Seventh Grade	37	20%
Eight Grade	31	17%
Ninth Grade	31	17%
Tenth Grade	34	18%
Eleventh Grade	35	19%
Twelfth Grade	28	15%

Total Respondents 185
(skipped this question) 10

3. Technology Standards NJCCC – I am..

	Response Total	Response Percent
aware of technological literacy standards for students and staff. (1 Points)	155 (155pts)	79%
able to implement NJCCC (state) technological literacy standards for students. (1 points)	86(86pts)	44%
able to teach the NJCCC standards to others. (1 points)	32(32pts)	16%

Total Respondents 195
Points Average 1.4
Point Weighted Average 1

4. Ethical and Legal Use – I...

	Response Total	Response Percent
understand that Monroe Township Schools has an Acceptable Use Policy (AUP) for students and staff.	162	94%
model legal and ethical use of the District's AUP.	135	78%
understand that Monroe Township Schools has Web Publishing Guidelines.	121	70%
model legal and ethical use of the District's Web Publishing Guidelines.	111	64%
transmission of confidential communications.	114	66%
Understand the impact of "portability" of records and documents.	97	56%
am able to teach to others the above information.	42	24%

Total Respondents 173
(skipped this question) 22

5. Outlook/Email – I…

	Response Total	Response Percent
check my email regularly.	170	99%
send email regularly.	168	98%
delete old messages and empty the trash folder.	156	91%
am able to retrieve and open attachments.	169	98%
access my email from outside of the district.	168	98%
have created my own personal address book.	67	39%
have created groups within my address book.	71	41%
set up folders to organize my saved messages.	123	72%
am able to teach to others the above information.	98	57%

Total Respondents 172
(skipped this question) 23

6. Internet and the District website – I…

	Response Total	Response Percent
am aware the District has a website(www.monroe.k12.nj.us).	167	98%
am aware the buildings have their own homepage.	167	98%
have created a favorites (bookmarks) list for frequently visited sites.	143	84%
have navigated through the district and building pages.	160	94%
know how to create my own webpage.	133	78%
am able to post on my own webpages.	127	74%
am able to teach to others the above information.	87	51%

Total Respondents 171
(skipped this question) 24

7. Troubleshooting/Self Help – I…

	Response Total	Response Percent
attempt to troubleshoot problems myself (is everything plugged in?).	160	94%
can post a trouble report on Computer Medic.	147	86%
know who the Tech Resource people are and seek help from them.	162	95%
am able to teach to others the above information.	96	56%

Total Respondents 171
(skipped this question) 24

8. Online Resources – I…

	Response Total	Response Percent
am able to locate online resources (content related websites, online databases, WebQuests & search tools e.g. Google, ASK.com).	166	97%
evaluate online resources to support curriculum.	144	84%
integrate online resources into class lessons where appropriate.	142	83%
am able to access Media Center Research Tools (Follet, Absco Host…)	64	37%
am able to teach to others the above information.	56	33%

Total Respondents 171
(skipped this question) 24

9. Word Processing – I...

	Response Total	Response Percent
use word processing to create and edit simple documents.	165	97%
regularly use spell-check.	163	96%
am able to insert graphics and pictures in my documents.	156	92%
am able to format a document for presentation quality.	141	83%
am able to teach to others the above information.	111	65%

Total Respondents 170
(skipped this question) 25

10. Spreadsheets – I...

	Response Total	Response Percent
understand the use of a spreadsheet and I am able to navigate through one.	162	95%
am able to create simple spreadsheets and charts.	130	76%
utilize spreadsheets for record keeping and analytical purposes.	95	56%
able to use a formula in Microsoft Excel.	74	44%
am able to teach others the above information.	50	29%

Total Respondents 170
(skipped this question) 25

11. Presentation Software – I...

	Response Total	Response Percent
use the computer or tablet to present information to others.	166	98%
incorporate presentations into my lessons.	128	75%
include multimedia such as sound, video and/or graphics in my presentations.	105	62%
am able to teach to others the above information.	74	44%

Total Respondents 170
(skipped this question) 25

12. Student Information Systems (Genesis) – I am…

	Response Total	Response Percent
aware that the District uses Genesis as it's Student Information System.	168	99%
able to login to Genesis from within school.	167	99%
able to login to Genesis from home or outside of the school.	157	93%
Able to take attendance with Genesis.	147	87%
able to construct searches to gather data from Genesis.	128	76%
able to print reports from within Genesis.	147	87%
able to share lessons and resources with other teachers.	51	30%
able to locate student information from within Genesis.	156	92%
able to access student assessment information.	133	
able to enter data into Genesis.	124	73%
able to teach to others the above information.	78	46%
		Total Respondents 169 (skipped this question) 26

13. I know what information is available to parents via Parent Access.

	Response Total	Response Percent
Yes	65	38%
No	54	32%
Not Applicable (My School does not participate in Parent Access)	50	30%
		Total Respondents 169 (skipped this question) 26

14. How often do you integrate digital resources into the curriculum?

	Response Total	Response Percent
Daily	56	33%
Weekly	67	40%
Monthly	22	13%
Never	24	14%
		Total Respondents 169
		(skipped this question) 26

15. Please enter content specific software or Apps that you may use. Also indicate how often the software is used.

View responses to this question
Total Respondents 62
(skipped this question) 133

16. Please list in the box below any areas in which you fell that your classroom instruction could improve with additional staff development.

View responses to this question
Total Respondents 68
(skipped this question) 127

17. Please indicate how often you use technology for the professional activities listed below.

		I do not use technology for this activity	Less than once a month	A few times a month	A few times a week	Daily	Response Total
a.	Create instructional materials for use in class	5.45% (9)	4.24% (7)	14.55% (24)	32.73% (54)	43.03% (17)	165
b.	Access instructional materials others have created	7.88% (13)	13.94% (23)	21.21% (35)	31.52% (52)	25.45% (42)	165
c.	Access research on teaching or best practice recommendations	14.55% (24)	16.97% (28)	28.48% (47)	24.24% (40)	15.76% (26)	165

	from other teachers						
d.	Create and submit lesson plans	8.48% (14)	1.82% (3)	34.55% (57)	30.91% (51)	24.24% (40)	165
e.	Maintain and access administrative records (for example, grades, attendance, and so on)	4.24% (7)	1.21% (2)	4.85% (8)	13.94% (23)	75.76% (125)	165
f.	Create digital media presentations for the classroom	18.79% (31)	19.39% (32)	24.24% (40)	23.64% (39)	13.94% (23)	165
g.	Post class schedules, assignments, and related resources for student use	29.09% (48)	15.15% (25)	12.12% (20)	14.55% (24)	29.09% (48)	165
h.	access assignments students have turned in online	49.7% (82)	20% (33)	12.12% (20)	11.52% (19)	6.67% (11)	165
i.	Publish student work on the web	73.36% (126)	10.3% (17)	7.27% (12)	3.64% (6)	2.42% (4)	165
j.	Communicate with students (for example, through email)	38.18% (63)	12.12% (20)	17.58% (29)	20.61% (34)	11.52% (19)	165
k.	Communicate with other teachers in the school	1.21% (2)	0% (0)	3.03% (5)	7.27% (12)	88.48% (146)	165
l.	Communicate with students 'parents	3.03% (5)	4.85% (8)	27.27% (45)	28.48% (47)	36.36% (60)	165
m.	Take an online class	75.15% (124)	15.15% (25)	1.82% (3)	3.03% (5)	4.85% (8)	165

Total Respondents 165
(skipped this question) 30

18. Overall, how well prepared do you feel to use technology for classroom instruction?

	Response Total	**Response Percent**
Not at all prepared	6	4%
Somewhat well prepared	41	25%
Moderately well prepared	54	33%
Very well prepared	63	38%

Total Respondents 164
(skipped this question) 31

19. Please indicate the extent to which you disagree or agree with each statement below about your own classroom.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
a.	Students are able to manage their own learning.	9.32% (15)	48.45% (78)	33.54% (54)	8.7% (14)	161
b.	I assign simple problems with clear answers to make sure they are accessible to my students.	16.77% (27)	56.52% (91)	22.36% (36)	4.35% (7)	161
c.	Students tend to be engaged and on task.	30.43%(49)	56.52% (91)	8.07% (13)	4.97% (8)	161
d.	Students do most of their work collaboratively in pairs or groups.	9.94% (16)	54.66% (88)	32.92% (53)	2.48% (4)	161
e.	The curriculum and class activities are driven by a textbook.	1.86% (3)	13.66% (22)	48.45% (78)	36.02% (58)	161
f.	Students do most of their work individually.	4.35% (7)	34.78% (56)	55.9% (90)	4.97% (8)	161
g.	I often let students pursue their own interests related to a broad assigned topic area.	6.21% (10)	52.8% (85)	35.4% (57)	5.59% (9)	161
h.	I use	2.48% (4)	16.77% (27)	54.04% (87)	26.71% (43)	161

	lectures extensively to make sure students learn what they need to know.					
i.	Students have access to a variety of up-to-date resources.	26.71% (43)	57.76% (93)	10.56% (17)	4.97% (8)	161
j.	The energy level in the classroom can be difficult to manage.	0.62% (1)	16.25% (26)	52.5% (84)	30.63% (49)	160
k.	I often assign long-term projects (more than one week to complete)	7.45% (12)	27.95% (45)	46.58% (75)	18.01% (29)	161
l.	Often too many students need my help at the same time.	11.8% (19)	36.02% (58)	47.2% (76)	4.97% (8)	161

Total Respondents 161
(skipped this question) 34

20. I agree with education Secretary Arne Duncan's statement that every student and educator should have at least one internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.

	Response Total	**Response Percent**
Strongly Agree	75	47%
Agree	71	44%
Disagree	12	7%
Strongly Disagree	3	2%

Total Respondents 161
(skipped this question) 34

Department of Education
District : MONROE TWP
School: Monroe Twp. High 005

Consolidated School Report Card

1. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
374	434	227

2. Length of a Regular School Day for typical student (2011-2012): 6:33
(hours: minutes)

3. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **6 : 02** (hours: minutes
Shared Time Students **2 : 27** (hours: minutes)

4. Suspended Students – The number of students who were suspended during the school year

Did your school suspend any students during the 2011-2012 school year?
(1)Yes **√**
(2)No
Number of Students Suspended: **770**

5. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?
(1)Yes
(2)No **√**
Number of Students Expelled: **0**

6. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 185

7. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 1992

8. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**1992**	Number of Internet Connections:	**1992**
Number of Library/Media:		Number of Internet Connections:	

Number of Computer Labs:	**12**	Number of Internet Connections:	**207**

9. Does your school use dial-up network connectivity?

(1) Yes

(2) No **√**

10. What bandwidth* is available to your school?: 100Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

11. How many computers are connected to your bandwidth?: 2177

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	**116**
HISTORY OF ART	**12**
ART-STUDIO ART DRAWING	**7**
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	**76**
CHEMISTRY	**22**
CHINESE LANG AND CULTURE	
COMPUTER SCIENCE A	**19**
COMPUTER SCIENCE AB	**62**
ECONOMICS-MICROECONOMICS	
ECONOMICS-MACROECONOMICS	
ENGLISH LANGUAGE AND COMP	**74**
ENGLISH LITERATURE AND COMP	**6**
ENVIROMENTAL SCIENCE	**2**
EUROPEAN HISTORY	**5**
FRENCH LANGUAGE	
FRENCH LITERATURE	
HUMAN GEOGRAPHY	
GERMAN LANGUAGE	
GOV AND POLITICS UNITED STS	**20**
GOV AND POLITICS COMPARATIV	
LATIN: VERGIL	
LATIN: LITERATURE	
ITALIAN	**8**
JAPANESE LANG AND CULTURE	
CALCULUS AB	**72**
CALCULUS BC	**18**
MUSIC THEORY	**6**
PHYSCIS B	**16**
PHYSICS C – MECHANICS	
PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	**42**
SPANISH LANGUAGE	**10**

SPANISH LITERATURE STATISTICS **21** WORLD HISTORY
13. Administrator Information (2011-2012): Did the school have any administrators shared within the district? **(1)** Yes **√** (2) No How many shared (by FTE)?: **6**
14. Faculty Information (2011-2012): Did this school have any Faculty shared within the district? (1)Yes √ (2)No How many shared (by FTE)?: **4**
15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year. Number of faculty by FTE who entered after October 15, 2011 **2** Number of faculty by FTE who left after October 15, 2011 **2**
16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel) Sum of Days Present for all Faculty: **32696** Sum of Contracted Number of Days for all Faculty: **184**

Department of Education
District: MONROE TWP
School: Monroe Twp. Middle School 020

Consolidated School Report Card

12. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
559	468	190

13. Length of a Regular School Day for typical student (2011-2012): 6:39
(hours: minutes)

14. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **6 : 09** (hours: minutes)
Shared Time Students **4 : 00** (hours: minutes)

15. Suspended Students – The number of students who were suspended during the school year

Did you school suspend any students during the 2011-2012 school year?
(1)Yes **√**
(2)No
Number of Students Suspended: **67**

16. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?
(1)Yes
(2)No **√**
Number of Students Expelled: **0**

17. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 176

18. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 264

19. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**73**	Number of Internet Connections:	73
Number of Library/Media:	**24**	Number of Internet Connections:	**24**

Number of Computer Labs:	**18**	Number of Internet Connections:	**264**

20. Does your school use dial-up network connectivity?

(1) Yes
(2) No **√**

21. What bandwidth* is available to your school?: 100Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

22. How many computers are connected to your bandwidth?: 440

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	
HISTORY OF ART	
ART-STUDIO ART DRAWING	
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	
CHEMISTRY	
CHINESE LANG AND CULTURE	
COMPUTER SCIENCE A	
COMPUTER SCIENCE AB	
ECONOMICS-MICROECONOMICS	
ECONOMICS-MACROECONOMICS	
ENGLISH LANGUAGE AND COMP	
ENGLISH LITERATURE AND COMP	
ENVIROMENTAL SCIENCE	
EUROPEAN HISTORY	
FRENCH LANGUAGE	
FRENCH LITERATURE	
HUMAN GEOGRAPHY	
GERMAN LANGUAGE	
GOV AND POLITICS UNITED STS	
GOV AND POLITICS COMPARATIV	
LATIN: VERGIL	
LATIN: LITERATURE	
ITALIAN	
JAPANESE LANG AND CULTURE	
CALCULUS AB	
CALCULUS BC	
MUSIC THEORY	
PHYSCIS B	
PHYSICS C – MECHANICS	
PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	
SPANISH LANGUAGE	

SPANISH LITERATURE
STATISTICS
WORLD HISTORY

13. Administrator Information (2011-2012):

Did the school have any administrators shared within the district?

(3) Yes
(4) No √

How many shared (by FTE)?

14. Faculty Information (2011-2012):

Did this school have any Faculty shared within the district?

(1)Yes √
(2)No

How many shared (by FTE)?: **3**

15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year.

Number of faculty by FTE who entered after October 15, 2011 **4**
Number of faculty by FTE who left after October 15, 2011 **4**

16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel)

Sum of Days Present for all Faculty: **22269**
Sum of Contracted Number of Days for all Faculty: **184**

Department of Education
District: MONROE TWP
School: Barclay Brook 010

Consolidated School Report Card

23. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
142	140	83

24. Length of a Regular School Day for typical student (2011-2012): 6:29
(hours: minutes)

25. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **5 : 30** (hours: minutes)
Shared Time Students : (hours: minutes)

26. Suspended Students – The number of students who were suspended during the school year

Did you school suspend any students during the 2011-2012 school year?
(1)Yes **√**
(2)No
Number of Students Suspended: **1**

27. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?
(1)Yes
(2)No **√**
Number of Students Expelled: **0**

28. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 38

29. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 126

30. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**38**	Number of Internet Connections:	**38**
Number of Library/Media:	**6**	Number of Internet Connections:	**6**

Number of Computer Labs:	**8**	Number of Internet Connections:	**120**

31. Does your school use dial-up network connectivity?

(1) Yes

(2) No **√**

32. What bandwidth* is available to your school?: 10Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

33. How many computers are connected to your bandwidth?: 164

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	
HISTORY OF ART	
ART-STUDIO ART DRAWING	
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	
CHEMISTRY	
CHINESE LANG AND CULTURE	
COMPUTER SCIENCE A	
COMPUTER SCIENCE AB	
ECONOMICS-MICROECONOMICS	
ECONOMICS-MACROECONOMICS	
ENGLISH LANGUAGE AND COMP	
ENGLISH LITERATURE AND COMP	
ENVIROMENTAL SCIENCE	
EUROPEAN HISTORY	
FRENCH LANGUAGE	
FRENCH LITERATURE	
HUMAN GEOGRAPHY	
GERMAN LANGUAGE	
GOV AND POLITICS UNITED STS	
GOV AND POLITICS COMPARATIV	
LATIN: VERGIL	
LATIN: LITERATURE	
ITALIAN	
JAPANESE LANG AND CULTURE	
CALCULUS AB	
CALCULUS BC	
MUSIC THEORY	
PHYSCIS B	
PHYSICS C – MECHANICS	
PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	
SPANISH LANGUAGE	

SPANISH LITERATURE
STATISTICS
WORLD HISTORY

13. Administrator Information (2011-2012):

Did the school have any administrators shared within the district?

(5) Yes

(6) No **√**

How many shared (by FTE)?

14. Faculty Information (2011-2012):

Did this school have any Faculty shared within the district?

(1)Yes √

(2)No

How many shared (by FTE)?: **7**

15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year.

Number of faculty by FTE who entered after October 15, 2011 **1**

Number of faculty by FTE who left after October 15, 2011 **4**

16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel)

Sum of Days Present for all Faculty: **9744**

Sum of Contracted Number of Days for all Faculty: **184**

Department of Education
District: MONROE TWP
School: Woodland 030

Consolidated School Report Card

34. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
202	163	134

35. Length of a Regular School Day for typical student (2011-2012): 6:29
(hours: minutes)

36. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **5 : 59** (hours: minutes)
Shared Time Students : (hours: minutes)

37. Suspended Students – The number of students who were suspended during the school year

Did you school suspend any students during the 2011-2012 school year?
(1)Yes **√**
(2)No
Number of Students Suspended: **1**

38. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?
(1)Yes
(2)No **√**
Number of Students Expelled:

39. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 35

40. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 90

41. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**35**	Number of Internet Connections:	**35**
Number of Library/Media:	**11**	Number of Internet Connections:	**11**

Number of Computer Labs:	**6**	Number of Internet Connections:	**90**

42. Does your school use dial-up network connectivity?

(1) Yes

(2) No √

43. What bandwidth* is available to your school?: 10Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

44. How many computers are connected to your bandwidth?: 125

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	
HISTORY OF ART	
ART-STUDIO ART DRAWING	
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	
CHEMISTRY	
CHINESE LANG AND CULTURE	
COMPUTER SCIENCE A	
COMPUTER SCIENCE AB	
ECONOMICS-MICROECONOMICS	
ECONOMICS-MACROECONOMICS	
ENGLISH LANGUAGE AND COMP	
ENGLISH LITERATURE AND COMP	
ENVIROMENTAL SCIENCE	
EUROPEAN HISTORY	
FRENCH LANGUAGE	
FRENCH LITERATURE	
HUMAN GEOGRAPHY	
GERMAN LANGUAGE	
GOV AND POLITICS UNITED STS	
GOV AND POLITICS COMPARATIV	
LATIN: VERGIL	
LATIN: LITERATURE	
ITALIAN	
JAPANESE LANG AND CULTURE	
CALCULUS AB	
CALCULUS BC	
MUSIC THEORY	
PHYSCIS B	
PHYSICS C – MECHANICS	
PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	
SPANISH LANGUAGE	

SPANISH LITERATURE
STATISTICS
WORLD HISTORY

13. Administrator Information (2011-2012):

Did the school have any administrators shared within the district?

(7) Yes **√**
(8) No

How many shared (by FTE)?: **.6**

14. Faculty Information (2011-2012):

Did this school have any Faculty shared within the district?

(1)Yes √
(2)No

How many shared (by FTE)?: **3.225**

15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year.

Number of faculty by FTE who entered after October 15, 2011 **.5**
Number of faculty by FTE who left after October 15, 2011 **.5**

16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel)

Sum of Days Present for all Faculty: **9008**
Sum of Contracted Number of Days for all Faculty: **184**

Department of Education
District: MONROE TWP
School: Mill Lake 040

Consolidated School Report Card

45. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
145	140	81

46. Length of a Regular School Day for typical student (2011-2012): 6:29
(hours:minutes)

47. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **5 : 59** (hours:minutes
Shared Time Students **5 : 00** (hours:minutes)

48. Suspended Students – The number of students who were suspended during the school year

Did you school suspend any students during the 2011-2012 school year?
(1)Yes
(2)No **√**
Number of Students Suspended:

49. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?
(1)Yes
(2)No **√**
Number of Students Expelled:

50. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 40

51. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 162

52. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**40**	Number of Internet Connections:	**40**
Number of Library/Media:	4	Number of Internet Connections:	**4**

Number of Computer Labs:	**135**	Number of Internet Connections:	**135**

53. Does your school use dial-up network connectivity?

(1) Yes
(2) No √

54. What bandwidth* is available to your school?: 10Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

55. How many computers are connected to your bandwidth?: 202

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	
HISTORY OF ART	
ART-STUDIO ART DRAWING	
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	
CHEMISTRY	
CHINESE LANG AND CULTURE	
COMPUTER SCIENCE A	
COMPUTER SCIENCE AB	
ECONOMICS-MICROECONOMICS	
ECONOMICS-MACROECONOMICS	
ENGLISH LANGUAGE AND COMP	
ENGLISH LITERATURE AND COMP	
ENVIROMENTAL SCIENCE	
EUROPEAN HISTORY	
FRENCH LANGUAGE	
FRENCH LITERATURE	
HUMAN GEOGRAPHY	
GERMAN LANGUAGE	
GOV AND POLITICS UNITED STS	
GOV AND POLITICS COMPARATIV	
LATIN: VERGIL	
LATIN: LITERATURE	
ITALIAN	
JAPANESE LANG AND CULTURE	
CALCULUS AB	
CALCULUS BC	
MUSIC THEORY	
PHYSCIS B	
PHYSICS C – MECHANICS	
PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	
SPANISH LANGUAGE	

SPANISH LITERATURE
STATISTICS
WORLD HISTORY

13. Administrator Information (2011-2012):

Did the school have any administrators shared within the district?

(9) Yes
(10)No **√**

How many shared (by FTE)?: **0**

14. Faculty Information (2011-2012):

Did this school have any Faculty shared within the district?

(1)Yes √
(2)No

How many shared (by FTE)?: **3**

15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year.

Number of faculty by FTE who entered after October 15, 2011 **2**
Number of faculty by FTE who left after October 15, 2011 **2**

16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel)

Sum of Days Present for all Faculty: **9461.50**
Sum of Contracted Number of Days for all Faculty: **184**

Department of Education
District : MONROE TWP
School: Brookside School 050

Consolidated School Report Card

56. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
239	172	88

57. Length of a Regular School Day for typical student (2011-2012): 6:29
(hours:minutes)

58. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **5 : 59** (hours:minutes
Shared Time Students : (hours:minutes)

59. Suspended Students – The number of students who were suspended during the school year

Did you school suspend any students during the 2011-2012 school year?:
(1)Yes **√**
(2)No
Number of Students Suspended: **6**

60. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?:
(1)Yes
(2)No **√**
Number of Students Expelled: **0**

61. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 52

62. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 188

63. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**52**	Number of Internet Connections:	**52**
Number of Library/Media:	**8**	Number of Internet Connections:	**8**

Number of Computer Labs:	**180**	Number of Internet Connections:	**180**

64. Does your school use dial-up network connectivity?:

(1) Yes

(2) No **√**

65. What bandwidth* is available to your school?: 10Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

66. How many computers are connected to your bandwidth?: 240

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	
HISTORY OF ART	
ART-STUDIO ART DRAWING	
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	
CHEMISTRY	
CHINESE LANG AND CULTURE	
COMPUTER SCIENCE A	
COMPUTER SCIENCE AB	
ECONOMICS-MICROECONOMICS	
ECONOMICS-MACROECONOMICS	
ENGLISH LANGUAGE AND COMP	
ENGLISH LITERATURE AND COMP	
ENVIROMENTAL SCIENCE	
EUROPEAN HISTORY	
FRENCH LANGUAGE	
FRENCH LITERATURE	
HUMAN GEOGRAPHY	
GERMAN LANGUAGE	
GOV AND POLITICS UNITED STS	
GOV AND POLITICS COMPARATIV	
LATIN: VERGIL	
LATIN: LITERATURE	
ITALIAN	
JAPANESE LANG AND CULTURE	
CALCULUS AB	
CALCULUS BC	
MUSIC THEORY	
PHYSCIS B	
PHYSICS C – MECHANICS	
PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	
SPANISH LANGUAGE	

SPANISH LITERATURE
STATISTICS
WORLD HISTORY

13. Administrator Information (2011-2012):

Did the school have any administrators shared within the district?

(11)Yes **√**
(12)No

How many shared (by FTE)?: **1**

14. Faculty Information (2011-2012):

Did this school have any Faculty shared within the district?:

(1)Yes √
(2)No

How many shared (by FTE)?: **4**

15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year.

Number of faculty by FTE who entered after October 15, 2011
Number of faculty by FTE who left after October 15, 2011 **1**

16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel)

Sum of Days Present for all Faculty: **9986**
Sum of Contracted Number of Days for all Faculty: **184**

Department of Education
District : MONROE TWP
School: Oak Tree Elem 060

Consolidated School Report Card

67. Enter Students with unexcused absences –Enter a student in ONE field only

1-4 unexcused absences	5-9 unexcused absences	10 or more unexcused absences
320	246	129

68. Length of a Regular School Day for typical student (2011-2012): 6:29
(hours:minutes)

69. Instructional Time Per Day * (2011-2012) *total amount of time per day students are engaged in instruction

Full Time Students **5 : 59** (hours:minutes
Shared Time Students : (hours:minutes)

70. Suspended Students – The number of students who were suspended during the school year

Did you school suspend any students during the 2011-2012 school year?:
(1)Yes **√**
(2)No
Number of Students Suspended: **3**

71. Expelled Students – The number of students who were expelled as reported in the New Jersey School Register during the school year

Did your school expel any students during the 2011-2012 school year?:
(1)Yes
(2)No **√**
Number of Students Expelled: **0**

72. Number of computers used by the teachers for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 101

73. Number of computers used by the students for the instruction (count only the computers that have manufacture dates newer than July 1, 2008): 140

74. Number of computers in each of the instruction spaces and how many of the computers in those spaces have an internet connection.

Number of Classroom/Instructions:	**101**	Number of Internet Connections:	**101**
Number of Library/Media:	**5**	Number of Internet Connections:	**5**

Number of Computer Labs:	**165**	Number of Internet Connections:	**165**

75. Does your school use dial-up network connectivity?:

(1) Yes

(2) No **√**

76. What bandwidth* is available to your school?: 10Mb

*Identify the specific amount of Internet bandwidth allocated to your school by the district or by an external ISP service

77. How many computers are connected to your bandwidth?: 241

*All computers are to be counted regardless of location.

Advanced Placement Test	**Number of Students in Class**
UNITED STATES HISTORY	
HISTORY OF ART	
ART-STUDIO ART DRAWING	
ART-STUDIO ART-2D DESIGN	
ART-STUDIO ART-3D DESIGN	
BIOLOGY	
CHEMISTRY	
CHINESE LANG AND CULTURE	
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PHYSICS C – ELEC AND MEGNET	
PSYCHOLOGY	
SPANISH LANGUAGE	

SPANISH LITERATURE
STATISTICS
WORLD HISTORY

13. Administrator Information (2011-2012):

Did the school have any administrators shared within the district?

(13)Yes
(14)No **√**

How many shared (by FTE)?:

14. Faculty Information (2011-2012):

Did this school have any Faculty shared within the district?:

(1)Yes √
(2)No

How many shared (by FTE)?: **7**

15. Faculty Mobility – Add or Left the Number of faculty by the FTE who entered, left after October 15, 2011 but before the end of the school year.

Number of faculty by FTE who entered after October 15, 2011 **3**
Number of faculty by FTE who left after October 15, 2011 **3**

16. Faculty Attendance (2011-2012) – (Include all classroom teachers and support services personnel)

Sum of Days Present for all Faculty: **8032**
Sum of Contracted Number of Days for all Faculty: **184**

Grade K/Technology

COURSE BENCHMARKS

1. Students will be able to use the mouse and/or track pad by clicking and dragging.

2. Students will be able to identify the basic parts of the computer.

3. Students will be able to use the following tools: pencil, fill, typewriter, oops man, stamps, letter/number, and eraser.

4. Students will be able to use graphics and text box.

5. Students will be able to use the return/enter, delete, spacebar, and shift keys.

6. Students will be able to navigate through grade-level software and internet sites.

7. Students will be able to use appropriate basic computer vocabulary.

8. Students will be able to demonstrate proper care and usage of the computers.

9. Students will be able to log off and shut down computers.

10. Students will be able to use the Menu Bar and Drop-Down Menus.

11. Students will be able to observe the teacher modeling the login procedure.

Grade 1/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Kindergarten technology skills.

2. Students will be able to open the laptop computer, turn the computer on and login using “their secret identity and code.”

3. Students will be able to use formatting skills: changing color, font, size, and color.

4. Students will be able to insert and change graphics; find and open programs using icons; identify icons; and identify the panel environment.

5. Students will be able to save a file using Save As.

6. Students will be able to use the delete and cap locks keys and be able to form capital letters using the shift key.

7. Students will be able to use appropriate basic computer vocabulary: link, navigate, web pages.

8. Students will be able to access the Internet using the district homepage and navigate to their school’s website using a link.

9. Students will be able to observe the teacher model printing by demonstrating going to the Apple Menu and Chooser.

10. Students will be able to use the Menu Bar and Drop-Drop menus.

Grade 2/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade 1 technology skills.

2. Students will be able to use formatting skills: resize graphics, align and arrange text and graphics, and change font color.

3. Students will be able to print using the Apple Menu and Chooser.

4. Students will be able to use appropriate computer vocabulary.

5. Students will be able to save, use a textbox, move and insert graphics.

6. Students will be able to observe the teacher model and introduce importing graphics from the Internet and other sources making sure to check in the link to file and save with document options.

7. Students will be able to use search tools and browsing concepts by going to sites and searching within these sites for information.

8. Students will be able to produce a simple finished document using word processing software.

9. Students will be able to observe the teacher introduce and model simple graphs and charts on a prepared spreadsheet template.

10. Students will be able to cut and paste graphics and text.

11. Students will be able to spell check a simple finished document.

Grade 3/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Two technology skills.

2. Students will be able to create and present a simple electronic presentation.

3. Students will be able to create a simple chart and graph.

4. Students will be able to use appropriate basic computer vocabulary: slide layout, design template, reboot, and restart.

5. Students will be able to choose text wrapping for inserted graphics.

6. Students will be able to paraphrase information from Internet research.

7. Students will be able to open and close windows, use the application menu (task switcher), and use the resize window option.

Grade 4/Technology

COURSE BENCHMARKS

1. Students will be able demonstrate Grade Three technology skills.
2. Students will be able produce a simple finished document using word processing software.
3. Students will be able produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
4. Students will be able create and present an electronic presentation using appropriate software.
5. Students will be able use appropriate basic computer vocabulary: transitions, animations.
6. Students will be able rephrase information obtained on the Internet.
7. Students will be able recognize and practice social and ethical behaviors when using technology and information, and understand the consequences of inappropriate use. *Internet access *Software copyrights *Print and non-print copyrights *Library resources *Personal security and safety issues.
8. Students will be able practice appropriate Internet etiquette.
9. Students will be able recognize the ethical implications of plagiarism of print, non-print and software copyrights.
10. Students will be able discuss common uses of computer applications and identify their advantages and disadvantages.
11. Students will be able recognize the need for accessing and using information.
12. Students will be able identify and use simple web browsers, search engines, and directories to obtain information to solve real world problems.
13. Students will be able locate specific information by searching a database.
14. Students will be able recognize accuracy and/or bias of information.
15. Students will be able solve problems individually and/or collaboratively using computer applications.
16. Students will be able identify basic hardware problems.

Grade 5/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Four technology skills.

2. Students will be able to create a multi-page document without citations using word processing software.

3. Students will be able to construct a simple spreadsheet, enter data, create graphs and interpret information.

4. Students will be able to demonstrate e-mail etiquette to include formal and informal communications, copyright laws, and plagiarism, language mechanics and social skills.

5. Students will be able to use the thesaurus tool.

6. Students will be able to choose appropriate tools and information resources to support research including on-line resources and databases.

7. Students will be able to solve problems individually and/or collaboratively using information technology.

Grade 6/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Five technology skills.

2. Students will be able to demonstrate their understanding of the hierarchy of maintaining files and the organizing of files.

3. Students will be able to demonstrate their ability to copy and delete files from the panels.

4. Students will be able to demonstrate their ability to use the Shared Folder, file share and create sub folders.

5. Students will be able to send and retrieve attachments.

6. Students will be able to complete a multi-page document with citations using word processing software in conjunction with other tools that demonstrate the ability to format, edit, print, and perform back-up procedures.

7. Students will be able to evaluate web sites for accuracy, relevance, and appropriateness.

8. Students will be able to keep their personal bookmarks and add icons to the toolbar.

9. Students will be able to use shortcut commands using the command key in combinations with other keys rather than using the drop down menus.

10. Students will be able to use internet research tips such as the use of =, -, “”, search engines such as Google, Lycos, and Alta Vista.

11. Students will be able to troubleshoot basic computer problems: freeze, reboot, control-apple-power, loss of document folder means restarting if necessary, etc.

12. Students will be able to demonstrate their ability to create charts using the chard wizard and use the function and formula options.

13. Students will be able to import another document, i.e. spreadsheet into a slideshow presentation.

14. Students will be able to transfer files from a PC to a Mac on a PC formatted disk (file conversion-Word 6.0/95).

Information Literacy Skills K-6

Kindergarten

Introduce

- Students will understand the function of the library media center and its personnel
- Students will obtain information through a variety
- Students will demonstrate appropriate care of materials and resources
- Students will familiarity with a variety of types of books and resources
- Students will demonstrate awareness that resources convey meaning and exist in a variety of formats
- Students will determine the main idea and sequence of events
- Students will demonstrate sense of story
- Students will distinguish between real and make-believe

Apply

- Students will participate in read-aloud
- Students will demonstrate competence and self-motivation as a beginning reader

Grade 1

Introduce

- Students will recognize the parts of a book
- Students will identify the author, title, and illustrator
- Students will acknowledge ownership of ideas
- Students will identify criteria to select resources
- Students will identify information needs and formulate
- Students will develop a search strategy
- Students will gather information
- Students will organize and use information
- Students will be introduced to the award winning picture books (i.e. Caldecott Awards)
- Students will recognize emotional reactions and motives of story characters

Review/Reinforce

- Students will demonstrate appropriate care of resources
- Students will demonstrate familiarity with a variety of types of books and resources
- Students will demonstrate awareness that resources convey meaning and exists in a variety of formats
- Students will distinguish between real and make-believe

Apply

- Students will participate in read-aloud, storytelling, book talking, silent and voluntary reading experiences
- Students will demonstrate competence and self-motivation as a beginning reader
- Students will demonstrate sense of story (beginning, middle, end, characters and details)
- Students will respond to reading, listening, viewing experiences orally, artistically, and dramatically, through various formats

Grade 2

Introduce

- Students will identify and use the parts of a book with emphasis on identifying and using the table of contents to find required information
- Students will identify and use beginning reference sources with emphasis on alphabetizing words and utilizing guide words in dictionaries and encyclopedias
- Students will identify periodicals as a source of information
- Students will identify information needs and formulate questions about those needs
- Students will be introduced to the concepts of copyright and ownership
- Students will locate an item by using the call number
- Students will introduce acceptable use policy
- Students will be able to credit sources of information

Review/Reinforce

- Students will demonstrate appropriate care of resources
- Students will demonstrate familiarity with a variety of types of books and resources
- Students will acknowledge ownership of ideas
- Students will develop search strategies
- Students will organize and use information
- Students will recognize emotional reactions and motive of story characters

Apply

- Students will distinguish between fact and fiction with emphasis on distinguishing between books which contain factual information and fictitious stories

- Students will demonstrate competence and self-motivation as a beginning reader
- Students will demonstrate a sense of story (beginning, middle, end, characters, and details)
- Students will respond to reading, listening, viewing experiences orally, artistically, dramatically and through various formats

Grade 3

Introduce

- Students will identify the information on a catalog card or alternate retrieval tool
- Students will understand the primary ways to locate materials using the library catalog
- Students will recognize that information sources are available in a variety of formats
- Students will use alphabetical arrangement to locate a subject in a set of general encyclopedias
- Students will identify information needs and formulate questions about those needs
- Students will expand search strategies
- Students will independently select and use a variety of resources and formats to gather information

Review/Reinforce

- Students will demonstrate appropriate care of resources
- Students will apply identified evaluation criteria to select resources
- Students will acknowledge ownership of ideas
- Students will comply with copyright laws
- Students will organize and use information

Apply

- Students will locate an item by using the call number
- Students will follow acceptable use policy in accessing information
- Students will credit sources of information
- Students will participate in read-aloud, storytelling, book talking, silent and voluntary reading experiences
- Students will demonstrate competence and self-motivation as a reader
- Students will identify elements of composition
- Students will identify characteristics of various genres
- Students will respond to reading, listening, viewing experiences orally, artistically, dramatically and through various formats

Grade 4

Introduce

- Students will be introduced to reference tools – author books, biographical dictionaries, gazetteers, atlases and almanacs
- Students will locate information using maps, tables and graphs
- Students will identify alternative retrieval tools available in other locations
- Students will recognize the importance of expressing information in their own words
- Students will identify characteristics and advantages of various media formats (print, graphical, audio, video, multi-media, web-based) for a specific task
- Students will learn proper form for a bibliography or works cited
- Students will use online subscription database resources (i.e. Ebsco's Searchasarus database, and Grolier's Online, etc.) as reference resources
- Students will recognize that subscription database resources are resources that are prepared and published by experts in a particular subject field

Review/Reinforce

- Students will recognize that informational and recreational sources in a library media center have specific arrangements (i.e. Dewey Decimal System for non-fiction and alphabetical for fiction)
- Students will demonstrate appropriate care of resources
- Students will review the use of the catalog (electronic or paper) as the means to accessing materials in the collection
- Students will locate information on given topic in encyclopedia, the media center catalog, dictionary and other sources
- Students will apply identified criteria to select resources
- Students will determine usefulness of information resources
- Students will develop search strategy that includes continuous evaluation of research process and the information gathered
- Students will gather information
- Students will organize and use information
- Students will credit sources of information
- Students will comply with copyright laws

Apply

- Students will acknowledge ownership of ideas
- Students will follow acceptable use policy in accessing information
- Students will identify a folk tale, a myth and a tall-tale
- Students will identify characteristics of a biography
- Students will participate in read-aloud, storytelling, book talking, silent and voluntary reading experiences

- Students will respond to reading, listening, viewing experiences orally, artistically, dramatically and through various formats

Grade 5

Introduce

- Students will identify difference between abridged and unabridged dictionary
- Students will identify specialized dictionaries
- Students will locate information in an almanac, thesaurus and atlas
- Students will identify various types of reference sources and select the most appropriate for a specific purpose
- Students will understand how information and ideas are influenced by prior knowledge, personal experience and social, cultural, political, economic and historical events
- Students will recognize the power of media to influence
- Students will understand several research models
- Students will develop a search strategy that includes the continuous evaluation of the research process and the information gathered
- Students will learn the basics of outlining an note-taking
- Students will identify elements of composition
- Students will be introduced to award winning novels (i.e. Newbery books)
- Students will learn advanced searching strategies
- Students will learn the rules for internet searching in order to distinguish useful and accurate online information
- Students will search the internet and world-wide web to locate informational resources
- Students will use advanced online subscription database resources (i.e. Ebscohost Web database, Grolier's Online advanced encyclopedias, Facts on File, etc.) as reference resources

Review/Reinforce

- Students will gather information on given topic from multiple sources
- Students will review knowledge of the Dewey Decimal System
- Students will recognize that ideas are produced in a variety of formats
- Students will recognize that ideas are produced in a variety of formats
- Students will recognize characteristics and advantages of various media formats for specific tasks
- Students will identify published criteria for selecting resources for information needs and enjoyment
- Students will determine usefulness of information resources
- Students will compile a bibliography on a given subject
- Students will use online subscription database resources (i.e. Ebsco's Searchasarus database, Grolier's Online, etc.) as reference resources

- Students will recognize that subscription database resources are resources that are prepared and published by experts in a particular subject field
- Students will recognize the main differences between online databases and internet/world wide-web information

Apply

- Students will organize and use information and credit sources appropriately
- Students will comply with copyright laws
- Students will participate in read-aloud, storytelling, book talking, silent and voluntary reading experiences
- Students will demonstrate competence and self-motivation as a reader
- Students will identify characteristics of various genres

Grade 6

Introduce

- Students will acknowledge ownership of ideas
- Students will follow acceptable use policy accessing information
- Students will independently select and use of variety of resources and formats
- Students will compile a bibliography on a given subject
- Students will recognize that ideas are produced in a variety of formats
- Students will identify characteristics and advantages of various media formats
- Students will identify published criteria of excellence for resources and apply to select resources
- Students will determine accuracy, relevance and comprehensiveness of information resources
- Students will recognize power of media to influence
- Students will describe how information and ideas are influenced by prior knowledge, personal experience and social, cultural, political, economic and historical events
- Students will identify potential research process models
- Students will use advanced online subscription database resources (i.e. Ebscohost Web database, Grolier's Online advanced encyclopedias, Facts on File, etc.) as references resources

Apply

- Students will develop and articulate personal criteria for selecting resources for information needs and enjoyment
- Students will identify information needs and formulate questions about those needs
- Students will identify potential research process models
- Students will develop search strategy that includes the continuous evaluation of research process and the information gathered

- Students will gather information from the most effective resources
- Students will comply with copyright laws including the fair use component
- Students will organize and use information
- Students will credit sources of information in all print, non-print, and electronic products
- Students will describe and support an opinion and/or persuade an audience using a variety of media formats
- Students will participate in read-aloud storytelling, book talking, silent and voluntary reading experiences
- Students will identify elements of composition
- Students will demonstrate competence and self-motivation as a reader
- Students will respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats
- Students will acknowledge ownership of ideas
- Students will follow acceptable use policy for accessing information
- Students will independently select and use a variety of resources
- Students will identify information needed and formulate questions about those needs
- Students will use online subscription database resources (i.e. Ebsco's Searchasarus database, Grolier's database, etc.) as reference resources
- Students will recognize that subscription database resources are resources that are prepared and published by experts in a particular subject field
- Students will recognize the differences between online databases and internet/world wide-web information
- Students will use online database resources and internet resources effectively

Grade 7/Computer Literacy

COURSE BENCHMARKS

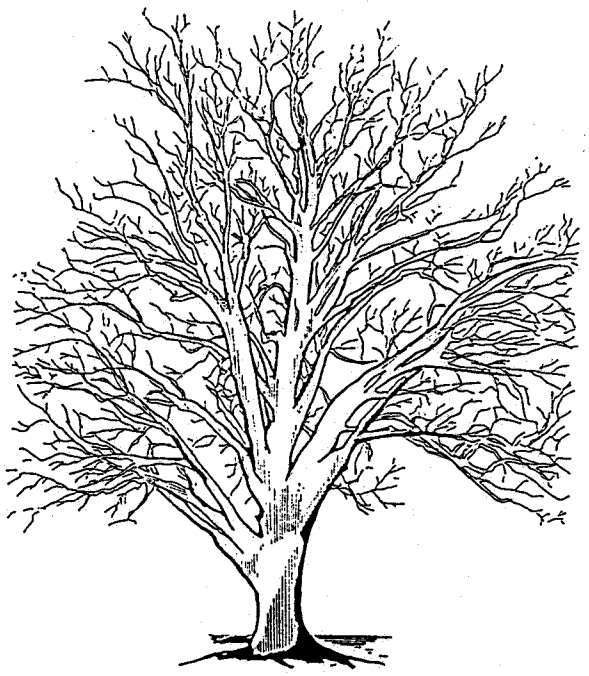
1. **Students will be able to use computer applications to gather and organize information and to solve problems.**
2. **Students will be able to demonstrate Grade Six technology skills.**
3. **Students will be able to use appropriate technology vocabulary.**
4. **Students will be able to navigate a computer network to organize, open and save files.**
5. **Students will be able to use the mouse and keyboard as input devices.**
6. **Students will be able to demonstrate proper touch keyboarding.**
7. **Students will be able to use shortcuts to access programs and commands.**
8. **Students will be able to identify parts of a spreadsheet.**
9. **Students will be able to input basic spreadsheet formulas.**
10. **Students will be able to identify consequences from improper use of technology.**
11. **Students will be able to apply advanced word processing commands such as custom tabs and tables.**
12. **Students will be able to combine multimedia presentations and word processing documents.**

Grade 8/Computer Literacy

COURSE BENCHMARKS

1. **Students will be able to use computer applications to gather and organize information and to solve problems.**
2. **Students will be able to demonstrate Grade Seven technology skills.**
3. **Students will be able to use advanced word processing skills such as text boxes, graphic cropping, grouping and text wrapping while creating a computer advertisement.**
4. **Students will be able to use different indents to create a works cited page.**
5. **Students will be able to emphasize information using custom bullets.**
6. **Students will be able to troubleshoot basic problems such as connections and programs that are not responding.**
7. **Students will be able to use a spreadsheet to present information such as a payroll.**
8. **Students will be able to present information in a database.**
9. **Students will be able to use microphones and digital cameras to input information.**
10. **Students will be able to create a multimedia project that utilizes hyperlinks, custom sounds and video.**

Monroe Township Schools



Curriculum Management System

School Library Media Program

Grade K-2

February 2009

*** For adoption by all regular education programs specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: March 2009 as

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MONROE TOWNSHIP SCHOOL DISTRICT

ADMINISTRATION

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Dr. Jeff Gorman, Assistant Superintendent
Mr. Michael C. Gorski, Business Administrator, CPA

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Student Board Members

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Acknowledgments

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The philosophy of the School Library Media Program is to provide students with a wide range of sufficient resources that supports curriculum needs and allows for the development of life-long skills necessary for: (1) critically and ethically locating, evaluating and using information; (2) appreciating and understanding literature and its cultural connections; (3) participating in the exchange of new ideas and (4) promoting effective and efficient decision making.

Educational Goals

- **To provide a collection that is current, diverse and facilitates reading interests.**
- **To provide a collection that is aligned with curriculum needs.**
- **To provide an environment that is comfortable and student friendly.**
- **To provide an environment that is conducive to quality research efforts.**

New Jersey State Department of Education
Core Curriculum Content Standards

The School Media Program was developed based on the New Jersey Association of School Librarians' (NJASL's) "Catalyst for Efficient Implementation of Core Curriculum Content Standards K-12. This document can be found in its entirety at http:www.njasl.org/Publications.htm

A note about School Media Program Standards and Cumulative Progress Indicators.

The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to Language Arts, Technology and Social Studies standards that may be found in the curriculum folder on the district servers. A complete copy of the Core Curriculum Content Standards may also be found at: http://www.nj.gov/njded/cccs

School Library Media Program

Scope and Sequence

Kindergarten	
Big Idea: Infrastructure I. The functions of the library/media center a. Awareness of Library Media Center rules and procedures b. Familiarity with the layout of the Library Media Center c. Awareness of Various types of materials in the Library Media Center	**Big Idea: Literature** I. Literature and library resources a. Read Alouds, Book Talks and Book Discussions b. Identify parts and types of books c. Recognize award winning books d. Develop competencies and self-motivation as a beginning reader
Big Idea: Ethics I. Ethical behaviors with regards to the library space and materials a. Demonstrate appropriate behavior and care of Library Media Center resources.	
1st Grade	
Big Idea: Infrastructure I. Functions of the Library Media Center a. Awareness of Library Media Center rules and procedures b. Familiarity with the layout of the Library Media Center c. Awareness of Various types of materials in the Library Media Center	**Big Idea: Literature** I. Literature and library resources a. Read Alouds, Book Talks and Book Discussions b. Identify parts and types of books c. Recognize award winning books d. Determine main idea and sequence of a story e. Develop competencies and self-motivation as a developing reader
Big Idea: Ethics I. Ethical behaviors with regards to the library space and materials a. Demonstrate appropriate behavior and care of Library Media Center resources. b. Practice ethical use of information from various resources	**Big Idea: Research** I. Sources of Information a. Develop a search strategy b. Demonstrate elementary computer skills c. Listen to oral readers and guest speakers d. Organize information into sentences or illustrations.

2nd Grade	
Big Idea: Infrastructure I. Functions of the Library Media Center a. Awareness of Library Media Center rules and procedures b. Familiarity with the layout of the Library Media Center c. Awareness of Various types of materials in the Library Media Center	**Big Idea: Literature** I. Literature and library resources a. Read Alouds, Book Talks and Book Discussions b. Identify parts and types of books c. Recognize award winning books d. Determine main idea and sequence of a story e. Develop competencies and self-motivation as a developing reader
Big Idea: Ethics I. Ethical behaviors with regards to the library space and materials a. Demonstrate appropriate behavior and care of Library Media Center resources. b. Practice ethical use of information from various resources	**Big Idea: Research** I. Sources of Information a. Develop a search strategy b. Demonstrate elementary computer skills c. Listen to oral readers and guest speakers d. Organize information into sentences or illustrations

Suggested blocks of Instruction	**Curriculum Management System** **Grade Level/Subject:** **K-2 School Library Media**	**Big Idea: Infrastructure** **Topic: The functions of a Library/Media Center** **Goal 1: The student will be able to demonstrate proper library procedure**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	1.1.1 SWBAT demonstrate appropriate storytime procedure/behavior. 1.1.2 SWBAT practice proper procedure for book circulation. 1.1.3 SWBAT demonstrate the proper procedure for using a shelf marker card 1.1.4 SWBAT demonstrate proper procedure for selecting a library book. 1.1.5 SWBAT demonstrate the proper procedure for checking out a library book. 1.1.6 SWBAT demonstrate the proper procedure for returning a book to the library. 1.1.7 SWBAT demonstrate the proper procedure for renewing a library book. CPIs: 3.1.KH.1, 3.1.KH.2, 3.1.2H.1 3.3.KA.3, 3.4.KB.1, 3.4.KB.2 3.4.1B.1, 3.4.1B.5	• **What are the Library/Media Center rules?** a. Sit flat on your bottom during storytime, with quiet mouths and hands. b. Obtain permission before leaving your seat. c. Always use a shelf marker card while choosing a library book. • **When may I/may I not borrow a book?** a. Renew a book by bringing it back to the library and letting the librarian know that you would like to renew it. b. If your book is overdue, you may not borrow a new book. Only one book may be checked out at a time. • **How do I check out my library book?** a. Wait until your table is called. b. Bring your shelf marker to the shelf and always use it while looking for a book to borrow. c. Select your library book. d. Bring the book you have selected to the circulation desk. e. Fill out the charging card with your name and class code.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** • **Read stories relating to general library rules and procedures, i.e. Mr. Wiggle Goes to the Library.** • **Read Stories relating to timely return of library materials, i.e. Stella Louella's Runaway Book.** **Charging Card Practice** Students will practice writing their name and class code on a charging card. This is the book borrowing procedure that they must learn in order to check out a book. *(Application)*

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **K-2 School Library Media**	**Big Idea: Infrastructure** **Topic: The functions of the Library/Media Center** **Goal 2: The student will be able to demonstrate familiarity with the layout**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	1.2.1 SWBAT demonstrate knowledge of the manner in which library materials are arranged. 1.2.2 SWBAT recite the different sections of the Library/Media Center. 1.2.3 SWBAT define the term "Call Number". 1.2.4 SWBAT tell the difference between fiction and nonfiction materials. CPIs: 3.1.KH.1, 3.1.KH.2, 3.1.2H.1 3.3.KA.3, 3.4.KB.1, 3.4.KB.2 3.4.1B.1, 3.4.1B.5	• **What is a call number?** A call number is the address for a library book. It tells in which section the book can be found. It tells the exact location on the shelf where a book may be found. • **Where is the nonfiction section?** The nonfiction section is denoted by the numerals in the call numbers of books located therein. • **What is the nonfiction section?** The nonfiction section is where you can find books containing factual information. • **How are the nonfiction books arranged?** Nonfiction books are arranged by subject. Each subject has its own Dewey Decimal number. Then, the books are arranged in numerical order according to these. • **What is the fiction section?** The fiction section is where you can find books containing made up stories. • **How are the fiction books arranged?** Fiction books are arranged in alphabetical order by the author's last name. • **Are the chapter books and picture books separated?** Yes, the picture books are located in the Easy section and have an E in their call numbers. Chapter books are located in the Fiction section and have an F or an FIC in their call numbers.	**Learning Activities:** **Students will practice defining the terms "spine label" and "call number".** **Students will practice locating both fiction and nonfiction materials in the Library/Media Center.** **Shelf Walk** Students will demonstrate the ability to independently locate library materials through this activity. Students will be working as a team. One at a time, each team member will be given the call number of a book. The student will need to locate the book, properly use his/her shelf marker card, show the book to the librarian and then return the book properly to the shelf. For each correct book, the team will earn one point. Students must continually demonstrate awareness of and adherence to policies and procedures throughout the duration of the activity. (*Application)* **Four Corners** Students will demonstrate knowledge of the four main sections of the Library Media Center by participating in this activity. The sections are; Picture Books, Chapter Books, Nonfiction and Reference. The librarian will describe one of these sections and students will have to discern which section is being described and move to that corner. Students must continually demonstrate awareness

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Infrastructure** **Topic: The functions of the Library/Media Center** **Goal 2: The student will be able to demonstrate familiarity with the layout**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			of and adherence to policies and procedures throughout the duration of the activity. *(Knowledge)* **Scenario:** You are a tour guide for the school Library. It is your job to give incoming students a tour of the space. You must introduce new students to the various sections of the library, telling them what they might find contained therein. You must include information about call numbers specific to the sections (i.e., books having call numbers beginning with an 'E' belong to the picture book section). You must also note the location of the story-time area, centers, class material (weekly projects, crayons, scissors, etc). *(Knowledge, Application, Comprehension)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Infrastructure** **Topic: The functions of the Library/Media Center** **Goal 3: The student will be able to demonstrate an awareness of the variety of resources available.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	1.3.1 SWBAT list resources available in the Library Media Center. 1.3.2 SWBAT list types of books located in the fiction section. 1.3.3 SWBAT list other types of materials available in the Library Media Center. CPIs: 3.1.KH.1, 3.1.KH.2, 3.1.2H.1 3.3.KA.3, 3.4.KB.1, 3.4.KB.2 3.4.1B.1, 3.4.1B.5	• **What is the difference between fiction and nonfiction?** Fiction books contain "made up" stories. Nonfiction books tell factual information, with some exceptions (e.g. poetry, fairy tales and songs). • **What kinds of materials can you find in the nonfiction section?** In the nonfiction section, you can find general circulation and reference materials. • **What are the different parts of the fiction section?** The fiction section is made up of picture books and chapter books. • **What are the different parts of the nonfiction section?** The nonfiction section is made up of biography, reference and general circulation materials. • **Aside from books, where else can you find information in the Library Media Center?** You can also find information in magazines and by using the computers available in the Library Media Center.	**Learning Activities:** **Students will demonstrate understanding of the concepts of fiction and nonfiction by giving examples of each through sorting activities.** **Students will perform a basic search for information on a search engine.** **Students will complete a basic research project (information gathering).** **Project Koko** Students will be able to gather and organize information into a report using a cloze form handout. All students will answer several literal questions about a predetermined animal. Students will begin gathering information using print materials. Students will enhance their research through the use of the internet. *(Knowledge, Application, Comprehension)*

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **K-2 School Library Media**	**Big Idea: Literature** **Topic: Literature and Library Resources** **Goal 1: Participates in Read Alouds, Books Talks and Book Discussions.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	2.1.1 SWBAT listen to stories. 2.1.2 SWBAT listen to information about books. 2.1.3 SWBAT discuss information shared in a story or lecture. 2.1.4 SWBAT listen to and question authors and illustrators. 2.1.5 SWBAT participate in small group discussions. 2.1.6 SWBAT participate in partner read. 2.1.7 SWBAT participate in Reader's Theater 2.1.8 SWBAT identify award winning books. 2.1.9 SWBAT identify the works of a particular author/illustrator. CPIs: 3.1.K.E1, 3.1.K.E2, 3.1.K.E3 3.1.1.E1, 3.1.1.E2, 3.1.1.E3, 3.3.K.A1, 3.3.K.A2, 3.3.K.A3, 3.3.K.C2, 3.3.K.D1, 3.3.K.D2 3.3.1.A1, 3.3.1.A2, 3.3.1.A3, 3.3.1.B1, 3.3.1.B2, 3.3.1.D1, 3.3.1.D2, 3.3.1.D3, 3.3.1.D4	• **How can I be a good listener?** Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention). Show that you are a good listener by sitting still on your bottom, with quiet mouths and hands. Keep your eyes on the reader. Respond appropriately during the story. • **What do good listeners need to understand?** Good listeners are able to interpret and evaluate messages from others. • **What are some rules for story discussion?** Keep the discussion related to the story. Be respectful of friends' thoughts and opinions. Do not interrupt the speaker. • **Where can I find more stories by the author that we've just heard?** By looking alphabetically for the author's last name in the appropriate section (if it is a fiction book) or by subject (if it is a nonfiction book). • **What is Reader's Theater?** Reader's Theater is a literacy model that can help to enhance reading fluency and expression. Students read aloud from a script in a performance. • **What is the Caldecott Medal?** The Caldecott Medal is awarded to an illustrator of a children's book for exceptional use of pictures to convey a story. • **What is an author study?** During an author study, we examine and enjoy the works of one author.	**Learning Activities:** **Story time** Each library period begins with a read aloud. Students may wish to choose another book by the same author during book selection. **Book talks** Students are introduced to new books as they arrive in the library. These books are placed in a special "New Arrivals" section of the library for easy access. **Author Visit**: Authors and illustrators provide presentations to the students. These presentations help to excite students about literacy in general, as well as giving them information on how to become an author or illustrator. **Project Bookworm** Members of the Monroe Twp. Community volunteer their time. Students will participate in partner reading activities with them to help enhance appreciation of literature and improve reading comprehension and fluency. (*Knowledge & Comrehension)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Literature** **Topic: Literature and Library Resources** **Goal 1: Participates in Read Alouds, Books Talks and Book Discussions.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	3.3.2.A.1, 3.3.2A.2, 3.3.2A.3, 3.3.2A.4, 3.3.2B.1, 3.3.2B.2, 3.3.2B.3, 3.3.2C.2, 3.3.KA.3, 3.3.1D.2, 3.3.1D.3, 3.3.1A.3, 3.3.2D.1		**Reader's Theater** Students will participate in Reader's Theater. Prepared scripts for Mo WIllems "Elephant and Piggie" stories will be handed out. Students will work in groups of four. Students will decide who will be Elephant and who will be Piggie. Students will prepare and perform the short story for the class. *(Application, Comprehension)* **Scenario (Grade 2)**: You have been chosen as an evaluator on the Caldecott committee. You must evaluate various children's picture books based on the currently established Caldecott criteria. You and your team will narrow down the secetion of books at your table to your favorite one title. Your class will then vote on the books chosen by each table. Each class's nominee will appear on the voting ballot and from these, the medal winner will be chosen. Additionally, as a cross-curricular tie-in, you will create the actual medal, which will be affixed to the winning book. *(Application, Analysis, Evaluation)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 Library Media Program**	**Big Idea: Literature** **Topic: Literature and library resources** **Goal 2: The student will be able to identify parts and types of books**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	2.2.1 SWBAT identify the parts of a book. 2.2.2 SWBAT identify different types of books. 2.2.3 SWBAT identify different genres. CPIs: 3.1.KA.6, 3.1.KA.4, 3.1.KG.3, 3.1.2A.1, 3.1.1A.3, 3.1.KH.1, 3.1.1H.3, 3.1.2G.4, 3.1.2A.1, 3.1.KH.2, 3.1.1G.4, 3.1.2H.2	• **How does understanding the parts of a book help me?** The text features and parts of a book help me make meaning of the text. • **What are some of the parts of a book?** - Cover - Spine - Table of Contents - Chapters - Verso - Titlepage - Index • **What are some different types of books?** - Reference Books (dictionaries, encyclopedias, etc) - Picture Books - Chapter Books • **What are some different types of literary genres?** - Fairy Tales - Mystery - Biography - Poetry	**Learning Activities:** **The Post-it Problem** Students will find a stack of Post-it notes on their tables. They will write the basic parts of a book on the notes. They will then stick the appropriate Post-it note to the corresponding part of the book. Students will peer-check answers. *(Knowledge, Application, Comprehension)* **White Board Show Down** Students will each have a white board, a dry erase marker and an eraser. Teacher will hold up a book and indicate a certain part (i.e. cover, spine, etc.). Students will write the name of the indicated book part on their white boards. After a ten second count down, students will hold up their white boards, revealing their answers. *(Knowledge, Application, Comprehension)*

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **K-2 School Library Media**	**Big Idea: Literature** **Topic: Early Literacy Skills** **Goal 1: The student will be able to determine the main idea and sequence of a story**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	2.3.1 SWBAT listen to a story and make educated assumptions of the main idea. 2.3.2 SWBAT recall events of a story. 2.3.3 SWBAT make "What Comes Next" predictions. 2.3.4 SWBAT act out stories by placing events in the correct order. CPIs: 3.1.K.E2, 3.1.K.E3, 3.1.K.G1, 3.1.K.G2, 3.1.K.G4, 3.1.K.G6, 3.1.1.E3, 3.1.1.E6, 3.1.1.G3, 3.1.1.G5, 3.1.2.G4	• **What is the main idea?** The main idea of a story is what the story is all about. • **What is "sequence"?** Sequence means the order in which things happen in a story.	**Learning Activities:** **Symbol Sequence** Students will listen to a reading of Eric Carle's The Very Hungry Caterpillar. Students will color and cut out symbols from the story (an egg on a leaf, an apple, four strawberries, a butterfly, etc.). Students will then recreate the story by placing symbols in the correct sequential order. *(Comprehension)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Literature** **Topic: Early Literacy Skills** **Goal 2: The student will be able to develop competencies and self motivation as a beginning reader.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	2.4.1 SWBAT independently select reading material. 2.4.2 SWBAT select materials appropriate to their own reading ability by using the "five finger" rule. 2.4.3 SWBAT borrow materials on a subject of interest to them. 2.4.4 SWBAT identify a much loved author. 2.4.5 SWBAT listen and read along with audio books. CPIs: 3.1.K.A4, 3.1.K.A6, 3.1.K.C1, 3.1.K.D3, 3.1.K.D4, 3.1.K.E1, 3.1.K.E2, 3.1.K.E3, 3.1.K.G4, 3.1.K.G5, 3.1.K.G6, 3.1.1.A1, 3.1.1.A3, 3.1.1.D1, 3.1.1.D2, 3.1.1.D3, 3.1.1.E3, 3.1.1.G1, 3.1.1.G2, 3.1.1.G3, 3.1.1.G4, 3.1.1.G5, 3.1.1.G6, 3.1.1.G7, 3.1.1.H3, 3.1.2.A1, 3.1.2.D4, 3.1.2.F5, 3.1.2.G2, 3.1.2.G4, 3.1.2.H1, 3.1.2.H2	• **How do I know if a book is too difficult for me?** By use of the five finger rule (Grade 2). • **What is comprehension?** Comprehension is understanding what you have just read. • **What is the first step in deciding upon a book?** Narrow down your choices. Fiction or nonfiction? Think about your likes, hobbies and intests. • **How can I find another book by an author whose story we have just read?** Find out the author's last name. Look in alphabetical order for that name.	**Learning Activities:** **The Five Finger Rule (Grade 2)** Students will practice using the five finger rule to select chapter books on a reading level that is congruent with their own reading ability. Students will choose a page at random in a book that they might like to borrow. Students will attempt to read that page, keeping track of words that they do not know. If there are five or more unknown words on a page, then the book is too difficult for them. This is a useful tool for book selection. *(Application)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Ethics** **Topic: Ethical Behaviors Relating to the Library/Media Center** **Goal 1: The student will be able to demonstrate appropriate behaviors in the Library/Media Center.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	3.1.1 SWBAT demonstrate proper book care. 3.1.2 SWBAT practice proper procedures for book circulation. 3.1.3 SWBAT cultivate responsible library behaviors. CPIs: 3.3.2A.4, 9.2.4D.3, 9.2.8C.4, 9.2.8C.5	**What are proper library behaviors?** • **How do we show that we are ready for story time?** We are sitting flat on our bottoms with our hands in our laps, facing the reader. • **How do we show personal responsibility?** We take care of our library space and materials. • **How do we take care of our library/media center?** We clean up our materials and keep our shelves neat by using a shelf marker card. • **How do we take care of materials borrowed from our library?** We keep our books in a safe place, away from siblings and pets, when we are not reading them. We return them when they are due.	**Learning Activities:** **Students learn how to take care of their library books.** - Read related stories i.e., Mr. Wiggle's Book - Complete activity pages to show understanding of care of library materials concepts. - Discuss what the "loan period" means. *(Comprehension)* **Students will learn how to take care of library/media center space.** - Read related stories, i.e. The Shelf Elf - Demonstrate and practice using a shelf marker card. - Take responsibility for keeping materials neat. *(Comprehension)* **Scenario:** You are a poster designer for a library supply company. Your class must design a new set of posters illustrating the various aspects of proper care of library materials (i.e., keep food and drink away from books). *(Knowledge, Application, Comprehension, Synthesis)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Ethics** **Topic: Ethical behaviors relating to the Library/Media Center** **Goal 2: The student will be able to practice ethical behavior in regard to print materials**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	3.2.1 SWBAT give reasons for citing sources. 3.2.2 SWBAT identify information necessary for citing sources. 3.2.3 SWBAT define plagiarism. CPIs: 8.1.4B.2, 8.1.4B.3	• **How do I cite my sources?** I make a list of the books that I used to find information. I write down the author and the copyright information for those books. • **Why do I need to cite my sources?** I need to cite my sources so that readers know where I found my information. I am not claiming the ideas of others as my own. • **What is plagiarism?** Plagiarism is claiming the ideas of others as my own.	**Learning Activities:** **Students will define the concept of plagiarism.** **Students will complete a basic research project:** - Students will gather information on a predetermined topic. - Students will paraphrase information and organize it into a cohesive report. - Students will use a cloze form to cite source(s) used to gather information. *(Knowledge, Application, Comprehension)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **K-2 School Library Media**	**Big Idea: Research** **Topic: Obtaining and Presenting Information** **Goal 1: The student will be able to develop a search strategy**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	4.1.1 SWBAT search for information on a given topic. 4.1.2 SWBAT gather information on a given topic. 4.1.3 SWBAT use a basic graphic organizer to assist in idea development and information organization. CPIs: 3.2.1.A1, 3.2.1.A9, 3.2.2.A12, 3.5.1.A5, 3.2.2.A1, 3.2.2.D3, 3.5.2.B2, 3.2.2.A5, 3.2.2.D4, 3.2.1.A3, 3.2.2.A6	• **What is research?** Research is finding information needed to answer questions related to a topic. • **Why conduct research?** Research helps me answer questions about a topic of interest. • **What is a topic?** A topic is the article about which you are researching (or finding information). • **How do I begin researching?** Developing questions about your topic is the first step to research. • **What types of materials can I use for research?** Nonfiction print materials (books, magazines, and newspapers) as well as electronic resources, such as the internet, can be used for research. • **How can I keep track of my research?** A graphic organizer can help to keep your research organized.	**Learning Activities:** **Students will perform a basic search for information on a search engine.** **Students will complete a basic research project (information gathering).** **Project KOKO** Students will be able to gather and organize information into a report using a cloze form handout. All students will answer several literal questions about a predetermined animal. Students will begin gathering information using print materials. Students will enhance their research through use of the internet. Students will present information to the class. *(Knowledge, Application, Comprehension)* **Scenario:** Plans to build a zoo in Monroe Township are in the works. You are in charge of selecting the animals that will be housed in the zoo. You must research various animals, garnering information about size, eating habits, socialization and habitats. Present this information to the zoo board of executives and state whether you feel that this animal would or would not be a good addition to the Monroe Township Zoo. **Website:** http://www2.philadelphiazoo.org/zoo/Meet-Our-Animals.htm

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: <Enter Grade Level/Subject>	**Big Idea: Research** **Topic: Obtaining and Presenting Information** **Goal 2: The student will be able to understand basic elementary computer skills**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	3.2.1 SWBAT execute computer start-up and shut-down. 3.2.2 SWBAT properly use a mouse. 3.2.3 SWBAT execute a basic internet search. 3.2.4 SWBAT demonstrate how to use a CD-ROM. 3.2.5 SWBAT demonstrate how to properly handle a lap top computer. CPIs: 8.1.4A.1, 8.1.4A.2, 8.1.4A.3, 8.1.4A.6, 8.1.4A.9, 8.1.4B.2, 8.1.4B.3, 8.1.4B.6, 5.4.2B.1	• **What is the proper procedure for starting up a laptop?** Carefully lift the lid and press the power button one time. Wait for the computer to startup completely before opening up any programs. • **What is the proper procedure for shutting down the laptop?** First, close down any programs that are open. Then, go to the start menu (PC) or the blue apple (MAC OSX) and click "Shut Down". Be sure to answer all question prompt windows. Wait for the screen to go black before closing the lid. • **What are some search engines that are available for me?** www.yahooligans.com is suitable for elementary use. • **How do I open the CD-ROM on the computer?** Located the "Eject" button and press it. Load the CD, being careful that it is straight on the space provided. Press the "Eject" button again to close.	**Learning Activities:** **Students will develop various skills by following teacher's model.** Using a Proxima and white screen, teacher will model appropriate procedures for students. This will be done on a variety of occasions, using seasonally appropriate topics (i.e., www.seussville.com during Read Across America). In this manner, students will be able to apply skills (such as navigation, keyboarding and mouse use) as they are learned making retention more likely. *(Application)* Other websites used: http://www.thetaleofdespereauxmovie.com/splash/ http://www.janbrett.com http://www.chrisvanallsburg.com http://nationalzoo.si.edu/Animals/WebCams/

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **K-2 School Library Media**	**Big Idea: Research** **Topic: Obtaining and presenting information** **Goal 3: The student will be able to participate in oral readings and presentation**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	4.3.1 SWBAT present orally to a group. 4.3.2 SWBAT participate in a book discussion. 4.3.3 SWBAT recite poetry. 4.3.4 SWBAT participate in Reader's Theater. CPIs: 3.3.2.A3, 3.4.K.B1, 3.4.K.B2, 3.4.1.B5, 3.5.K.A1, 3.5.1.A5, 3.5.2.A2	• **How can I be a good public speaker?** By speaking in a loud, clear voice while facing my audience. My speech must not be too fast or too slow. • **How can I be a good participant in a book discussion?** I must listen quietly while others are talking. I must respect the opinions and ideas of others. I must wait patiently for my turn and comment appropriately on the given topic.	**Learning Activities:** **Students will present information gathered during the KOKO project to the class.** ***(Application)*** **Students will participate in question strategy games during read alouds.** ***(Knowledge)*** **Students will participate in book discussions during read alouds.** ***(Comprehension)*** **Students will participate in Reader's Theater.** ***(Comprehension)***

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **K-2 School Library Media**	**Big Idea: Research** **Topic: Obtaining and Presenting Information** **Goal 4: The student will be able to organize information into sentences and/or illustrations.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Enduring Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going Basis	4.4.1 SWBAT organize information into subtopics. 4.4.2 SWBAT organize information using a cloze form data gathering sheet. 4.4.3 SWBAT use a basic graphic organizer to keep information organized. CPIs: 3.2.KA.4, 3.2.1A.1, 3.2.1A.3, 3.2.1B.1, 3.2.2A.4, 3.2.2A.5, 3.2.2A.7, 3.2.2B.1, 3.2.2B.4, 3.2.2D.1, 3.2.2D.2, 3.2.2D.4, 3.2.2D.5	• **How should I organize information in order to present it?** Information should be organized according to topic and subtopic. • **What should my report look like?** A research report should be neatly written or typed. It should contain only the information required to complete the assignment. • **I found a really interesting piece of information, but it doesn't fit with my topic. Should I include it in my research report?** No, anything not related to the topic should not be included in the report.	**Learning Activities:** **Project KOKO (as described on page 21)** Students will be able to gather and organize information into a report using a cloze form handout. All students will answer several literal questions about a predetermined animal. Students will begin gathering information using print materials. Students will enhance their research through use of the internet. Students will present information to the class. *(Knowledge, Application, Comprehension)*

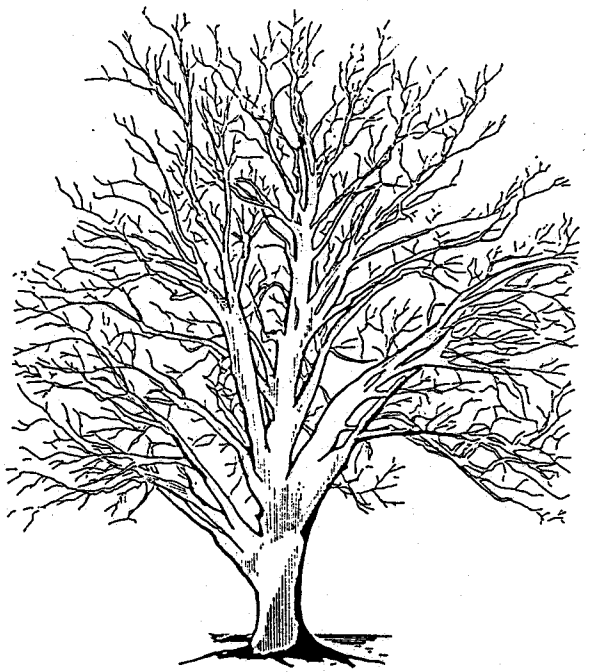
School Library Media Program

COURSE BENCHMARKS

By the end of second grade, the student will be able to:

1. **Remember and follow Library Media Center rules and procedures.**
2. **Properly care for borrowed Library Media Center materials.**
3. **Demonstrate awareness of various materials available in the Library Media Center.**
4. **Recall and follow circulation procedures.**
5. **Independently select suitable materials for enjoyment.**
6. **Independently locate various types of materials in the Library Media Center.**
7. **Identify and define the terms “Spine Label” and “Call Number”.**
8. **Identify the works of an author/illustrator.**
9. **Begin reading with some fluency.**
10. **Perform basic computing skills.**
11. **Perform a basic internet search.**
12. **Tell the reasons for citing work presented in a research project.**
13. **Complete a basic research project.**
14. **Deliver an oral presentation to a group.**

Monroe Township Schools



Curriculum Management System

Technology

Grades K - 3

July 2006

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2006

Table of Contents

MONROE TOWNSHIP SCHOOL DISTRICT

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Mr. Michael C. Gorski, Business Administrator, CPA

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Albert Pulsinelli

Secretarial Staff: **Karen Rucando**
Debbie Gialanella
Gail Nemeth

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

In a 1992 report the Secretary's Commission on Achieving Necessary Skills (SCANS) identified technology as an essential workplace competency. The Commission stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The New Jersey State Department of Education has included technological literacy as a separate standard focusing on both computer literacy and technology education.

New technologies are evolving at an amazing rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and become comfortable with these new technologies. Students must have the ability to use basic computer skills to choose, operate, and troubleshoot computer applications in school, at home, and later in the workplace. Doing so will enable students to function in our ever-changing society and be informed, productive members while keeping current with state of the art technology.

The computer and information literacy standard and the technology education engineering and technological design standard are designed to be integrated and applied in all of the content areas of the Core Content Curriculum Standards.

Educational Goals

The technology mission of Monroe Township Schools is to incorporate technology in the educational program so the district will:

*Develop measurable goals and objectives for integrating technology into learning.
*Enable students to obtain, comprehend, and manipulate information to attain their goals.
*Provide students the opportunity to both explore and experience existing technologies.
*Enable students to demonstrate basic competencies in using technology as a tool for learning.
*Provide technologies to students at the appropriate time in their school careers.

A note about Technology Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Technology have been revised and posted. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the new standards. The most recent copy of the New Jersey Core Curriculum Standards for Technological Literacy may be found at: http://www.nj.gov/njded/cccs.

Pre-school

The following suggested websites are appropriate for Pre-school:

http://dltk-kids.com/
http://www.dogpile.com/
http://www.first-school.ws/
http://helpforkidspeech.org/
http://abchomepreschool.com/
http://everythingpreschool.com/
http://www.randomhouse.com/golden/
http://tlsbooks.com/preschoolworksheets.htm
http://disney.go.com/playhouse/today/index.html
http://preschoolcoloringbook.com/
http://www.sesameworkshop.org/
http://preschooleducation.com/
http://perpetualpreschool.com/
http://preschoolexpress.com/
http://preschoolrainbow.org/
http://www.starfall.com/

The following are suggested Pre-school templates for use with Kid Pix Studio Deluxe:

Bear1
Bear2
Bunny1
ColorsOfRainbow
Dreidel
HolidayPresent
Home
Ladybug
LetterATemplate
Mittens
MyBody
TurkeyTemplate
WindSock
World

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade K/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. use the mouse and/or track pad by clicking and dragging. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.2. identify the basic parts of the computer. (CPI 8.1.4.A.1) 1.3. use the following tools: pencil, fill, typewriter, oops man, stamps, letter/number, and eraser. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.4. use graphics and text box. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.5. use the return/enter, delete, spacebar, and shift keys. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.6. navigate through grade-level software and internet sites. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.5, 8.1.4.B.8) 1.7. use appropriate basic computer vocabulary. (CPI 8.1.4.A.1) 1.8. demonstrate proper care and usage of the computers. (CPI 8.1.4.B.1, 8.1.4.B.4) 1.9. log off and shut down computers. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.10. use the Menu Bar and Drop-Down Menus. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.11. observe the teacher modeling the login procedure. (CPI 8.1.4.A.1, 8.1.4.B.5)	• Desktop and/or laptop computers • Clicker 4 • K1 Mouse Practice • Mouse Practice Websites • Monroe Township's Technology Vocabulary for Kindergarten (See **Appendix A**) • Basic Computer Parts Website • Kid Pix Studio Deluxe and templates • Print Shop Deluxe • Monroe Township's district software including Jump Start Advanced Preschool, Jump Start Kindergarten, Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House, Mighty Math Zoo Zillions, Thinking Things 1, Thinking Things II, Mighty Math Carnival Countdown, A to Zap, Kidspiration, Reading Counts, and Workgroup Manager • Grade appropriate software **Internet** • http://www.enchantedlearning.com • http://www.kidsvoting.org/ • http://www.kidsdomain.com/holiday/ • http://www.houghtonmifflinbooks.com/features/cgsite/	• Successful completion of the K1 Mouse Practice Websites (See K1 Mouse.htm and MatchGames.htm on Shared Folder) • Successful completion of online Jigsaw Puzzles using large pieces (See JigsawPuzzles.htm and bear-games.htm on Shared Folder) **See Monroe Township's Teacher Packet for Integrated Technology Activities:** • Number Book (templates on Shared folder). • Happy Halloween coloring template in KPSD (template on Shared folder). • Ghost in House template in KPSD (template on Shared folder). • • Butterflies Are Symmetrical (template on Shared folder). • Color Me Symmetrical (template on Shared Folder). • NatureSymmetry in KPSD (template on Shared folder) • Lifecycle of a Butterfly (template on Shared folder). • Anatomy of a Butterfly (template on Shared folder) • My Very Own Butterfly Species (template on Shared folder) • Butterfly Maze • Butterfly Writing Paper (template on Shared folder). • Useful Internet Resources (Butterflies) • Book List (Butterflies) • Poems, Songs and Fingerplays (Butterflies) • Where do butterflies come from? (Butterflies)

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade K/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	1.12. Use basic computer icons. (CPI 8.1.4.A.9)	• http://www.suessville.com • http://www.billybear4kids.com/butterfly/flutter-fun.html • http://www.gardeninglaunchpad.com/valbf/amerpaintlady.html • http://www.shrewsbury-ma.gov/schools/beal/curriculum/butterfly/butterflies.html • http://www.butterflyfarm.com • http://butterflywebsite.com • http://www.MonarchWatch.org • http://www.thewiggles.com.au/games/newgames/html/veges.htm • http://www.thewiggles.com.au/games/alphabet/index.html • http://www.thewiggles.com.au/games/match/match.html • http://www.thewiggles.com.au/games/newgames/html/brc.html • http://www2.kiddonet.com/kiddonet/Animals/index.htm • http://www.disney.go.com/disneychannel/playhouse/bear/bear_games.html • http://www.allmuppets.com/stamps/matchup.html • http://www.mnh.si.edu/arctic/game/ • http://www.postalmuseum.si.edu/activity/famousamericans/index.html • http://www.teachercreated.com/free/free.shtml	• Dreidel (template on Shared folder) • Polar Bear and Penguins Poem (template on Shared folder. See Polar Bear & Penguins.doc, PenguinBookEnchantedLearning.pdf, and PenguinsBookEnchantedLearning.pdf on Shared folder) • Penguin Connect the Dots (template on Shared folder) • Penguin in Water (template on Shared folder) • Thanksgiving Poem (template on Shared folder) • Pilgrims & Indians Placemat (template on Shared folder) • Pilgrim Children Placemat (template on Shared folder) • Pilgrim Child Placemat (template on Shared folder) • Indian Children Placemat (template on Shared folder) • Give Thanks Placemat (template on Shared folder) • Flag (template on Shared folder) • Room Sign or Placemat/Workmat • Hanukkah Dreidle • Halloween Placemat • Thanksgiving Greeting Card • Turkey template in KPSD (See template on Shared folder) • Snowman template in KPSD (see template on Shared folder) • Snowman & Gingerbread Activities @ starfall.com • Marvelous Mittens template as a simile lesson using KPSD • Valentine & Groundhog's Day Activities @ starfall.com • Valentine Letters in Word • 100thDay (template on Shared folder)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade K/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.starfall.com • http://www.cogcon.com/gamegoo/gooey.html • http://www.grinched.com/wnframe.html • http://users.snowcrest.net/kitty/hpages/zkids.html • http://www.primarygames.com • http://bensguide.gpo.gov/k-2/games/interactive.html • http://www.bookpals.net/index.php	• Friendly Letter in Microsoft Word using Formatting palette (Font Style Size & Color) reinforcing proper recording of today's day and date. • Name Placemat Template with Border in Print Shop Deluxe • Introduction to login lesson practicing initials and students' user names and passwords including startup and shutdown of computer. • Animal descriptions or I am an American in KPSD including stamps, text, and descriptive words. Students finish the sentences, "Look! I see _____. It is _____." Or "I am _____. I am an American." Computer reads back their work in KPSD. • CountLadyBugs in KPSD (template on Shared folder) • CreateLadyBug in KPSD (template on Shared folder) • Find the Twins in KPSD (template on Shared folder) • FIndLadyBug in KPSD (template on Shared folder) • Funnybug in KPSD (template on Shared folder) • Lady Bug Lifecycle in KPSD (template on Shared folder) • Lady Bug Lifecycle2 in KPSD (template on Shared folder) • Lady Bug Practice in KPSD (template on Shared folder) • LadyBug Color in KPSD (template on Shared folder) • LadyBug Lifecycle in KPSD (template on Shared folder) • Lifecycle Stage 1 in KPSD (template on Shared folder) • Lifecycle Stage 2 in KPSD (template on Shared folder) • Lifecycle Stage 3 in KPSD (template on Shared folder) • Lifecycle Stage 4 in KPSD (template on Shared folder) • Review Phonics and Grammar Skills at the GameGoo

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade K/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
			website (see Game Goo Kids Games.doc on Shared folder) • Setting The Table in KPSD (template on Shared folder) • My Address Is… in KPSD (template on Shared folder) • The Wall (template on Shared folder)

Suggested days of instruction	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **Grade 1/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. demonstrate Kindergarten technology skills. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.8) 1.2. open the laptop computer, turn the computer on and login using "their secret identity and code." (CPI 8.1.4.A.1, 8.1.4.A.2) 1.3. use formatting skills: changing color, font, size, and color. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.4. insert and change graphics; find and open programs using icons; identify icons; and identify the desktop environment with the Dock. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1, 8.1.4.B.5) 1.5. save a file using Save As. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.7) 1.6. use the delete and cap locks keys and be able to form capital letters using the shift key. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.7. use appropriate basic computer vocabulary: link, navigate, web pages. (CPI 8.1.4.A.1) 1.8. access the Internet using the district homepage and navigate to their school's website using a link. (CPI 8.1.4.A.1, 8.1.4.A.2,	• See Kindergarten Instructional Tools/ Materials/Technology/Resources • Desktop and/or laptop computers • Teacher created login cards with user name and passwords • Clicker 4 • Kid Pix Studio Deluxe • Print Shop Deluxe • Microsoft Word • Microsoft Excel • Microsoft PowerPoint • Monroe Township's district software including Jump Start Kindergarten, Jump Start Advanced First Grade Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House, Mighty Math Zoo Zillions Thinking Things 1, Thinking Things II, Mighty Math Carnival Countdown, A to Zap, Kidspiration, Reading Counts, and Workgroup Manager • Grade appropriate software • Document folder on Workgroup Manager • Monroe Township's Technology Vocabulary for Grade One (See **Appendix B**) • Monroe Township's District Homepage • Individual school websites • Network printers	• See Kindergarten Learning Activities/ Interdisciplinary Activities/ Assessment Model • Successful completion of the K1 Mouse Practice Websites (See K1 Mouse.htm and MatchGames.htm on Shared Folder) • Successful completion of online Jigsaw Puzzles using large pieces (See JigsawPuzzles.htm and bear-games.htm on Shared Folder) • See Monroe Township's Grade Level Suggested Websites for Grade One **See Monroe Township's Teacher packet for Integrated Technology Activities:** • Math Rebus • Animals, Animals, What Do You Hear? (Example by Mrs. Cormey's and Mrs. Talbott's Class) • Zookeeper, Zookeeper, What Do You Hear? (Example by Mrs. Cormey's and Mrs. Talbott's Class) • Create an Alphabet Book incorporating research project on animals, endangered species, rainforest, etc. create original picture in KPSD and import into PSD to add facts learned in text box. • Create Halloween Story using Halloween Grid in Clicker 4n(See Halloween Grid on Shared Folder) • Create Student Turkeys using grab tool in KPSD (see TurkeyFace.kpx on Shared folder) • Create Student Snowmen using grab tool in KPSD (see snowmanface.kpx on Shared folder)

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade 1/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6) 1.9. observe the teacher model printing by demonstrating going to the File Menu and Print. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.4, 8.1.4.B.5) 1.10. use the Menu Bar and Drop-Drop menus. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.11. Use basic computer icons. (CPI 8.1.4.A.9)	**Internet** • http://disney.go.com/playhouse/today/index.html • http://www.nationalgeographic.com/ • http://www.randomhouse.com/kids/home.pperl • http://www.enchantedlearning.com/Home.html • http://www.scholastic.com/clifford/ • http://teacher.scholastic.com/clifford1/ • http://www.starfall.com/ • http://www.thewiggles.com.au/games/newgames/html/veges.htm • http://www.thewiggles.com.au/games/alphabet/index.html • http://www.thewiggles.com.au/games/match/match.html • http://www.thewiggles.com.au/games/newgames/html/brc.html • http://www2.kiddonet.com/kiddonet/Animals/index.htm • http://www.disney.go.com/disneychannel/playhouse/bear/bear_games.html • http://www.allmuppets.com/stamps/matchup.html • http://www.mnh.si.edu/arctic/game/ • http://www.postalmuseum.si.edu/activity/famousamericans/index.html	• • Valentine Pop-Up Card • Heart Greeting Card • Shifting Shapes • Valentines Stationary (Example) • AbeLincoln in KPSD (template on Shared folder • Candy Hearts in KPSD (template on Shared folder) • George in KPSD (template on Shared folder) • Ground Hog in KPSD (template on Shared folder) • GW Cannot in KPSD (template on Shared folder) • Lincoln in KPSD (template on Shared folder) • Rosa Parks in KPSD (template on Shared folder) • Washington in KPSD (template on Shared folder) • Drawing Mother's Day pictures for slide show (Example by Alicia) • Stamping Sounds [Short a] (Example by Deanna) • Portfolio cover (Example by Jaclyn) • Weather Data Sheet (i.e. Hollywood, CA) • PSD Calendars (Example by Laura & Matthew) • All About Plants slide show (Examples by Deena & Morgan; Diana and Jessica; Aadam & Corey; Brianna & Nicholas; Kyle & Mark; Eddie & Erin; and Deena) • An Apple Tree Through The Seasons of the Year (see Apple Tree Directions.doc on Shared folder) • Appletree Template in KPSD (See template on Shared folder. See Grade 1 Appletree.doc on Shared folder.) • Little Explorers Weather Quiz using Picture Dictionary • Draw an original picture and write a descriptive

Suggested days of instruction	Curriculum Management System Grade Level/Subject: Grade 1/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
		• http://www.enchantedlearning.com/classroom/quiz/weather.shtml • http://www.weather.com • http://www.enchantedlearning.com/Dictionary.html • http://www.ask.com • http://www.siec.k12.in.us/~west/proj/lincoln/ • http://www.groundhogs.com • http://www.cogcon.com/gamegoo/gooey.html • http://www.grinched.com/wnframe.html • http://www.funbrain.com/math/index.html • http://www.storylineonline.net • http://www.bookpals.net/index.php • http://www.starfall.com/n/level-a/learn-to-read/load.htm?f • http://www.usmint.gov/kids • http://www.teachingtime.co.uk/ • http://www.whitehousehistory.org/02/subs_house/00.html • http://bensguide.gpo.gov/k-2/games/interactive.html • http://bensguide.gpo.gov/3-5/state/index.html • http://explorer.monticello.org/index.html • http://www.archives.gov/national-archives-experience/charters/charters_mural_declaration_b.html	sentence in KPSD • Friendly Letter in Microsoft Word using Formatting palette (Font Style Size & Color) reinforcing proper recording of today's day and date. • Ask.com to ask a question about a topic of interest navigating through the district's homepage to the school's homepage to the school's suggested sites page. • Create a Constellation in KPSD (See Grade 1-2 Constellations.doc on Shared folder) • Create the Sun using Shapes in KPSD (See Grade 1 The Sun.doc on Shared Folder) • Create People or Objects Using Shapes in KPSD • Count Tens and Ones using stamps and tally marks in KPSD (See Grade 1 Counting Tens and Ones.doc, Counting tens and ones.kpx, and tens and ones.kpx on Shared folder) • Type four math facts for a fact family using text tool in KPSD (See Grade 1 Fact Families.doc and Fact Families.kpx on Shared folder) • Outline Maps (see templates on Shared folder) • My First Grade Memories Chart in KPSD • Tic Tac Toe Template in Word (template on Shared folder) • Create Acrostic in Word using Formatting Palette for Spring, Mothers' Day, etc. • Find Nouns in the Room for as many Letters As you Can (see Read The Room.doc on Shared folder) • Create PowerPoint Presentation describing a trip or event using Time Order words

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade 1/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.archives.gov/national-archives-experience/charters/charters.html	• Review Phonics and Grammar Skills at the GameGoo website (see Game Goo Kids Games.doc on Shared folder) • The Lonely Firefly Graphic Organizer (template on Shared folder) • The Wall (template on Shared folder) • Review Phonics and Grammar Skills at the Starfall website (see Word families –ill and -ip.doc on Shared folder) • Research Authors (See Authors Web Pages.htm on Shared folder) • Learn Drawing Tools by taking a quiz in Word (See SS Grade 1 Unit 2 Review.doc on Shared folder.) • We Celebrate to Remember Holiday Timeline (See Time Line.doc template on Shared folder.) • Color Confederate and Union flags in KPSD (templates on Shared folder) • Color States in KPSD (See ColorUSAAlphabet.kpx on Shared folder. See ColorAlphabeticalUSAGrade1.doc on Shared folder.) • Color the Continents in KPSD (See Continents.kpx template on Shared folder.) • Review From Here to There, I live at… in Word (See Street Address.doc, I go to School at.doc, County.doc, State.doc, Country.doc, Continent.doc, Hemisphere.doc, and Panet.doc on Shared folder. See whereiliveUSBook-EnchantedLearning.pdf on Shared folder.) • Jeopardy PowerPoint Template • Hollywood Squares PowerPoint Template

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 1/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
			• Millionaire PowerPoint Template • Twenty Questions PowerPoint Template • Guess The Covered Word PowerPoint Template

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade 2/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. demonstrate Grade 1 technology skills. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.6, 8.1.4.A.7, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.8) 1.2. use formatting skills: resize graphics, align and arrange text and graphics, and change font color. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.3. print using the File Menu and Print Option. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.4, 8.1.4.B.5) 1.4. use appropriate computer vocabulary. (CPI 8.1.4.A.1) 1.5. save, use a textbox, move and insert graphics. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.6. observe the teacher model and introduce importing graphics from the Internet and other sources making sure to check in the link to file and save with document options. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.5, 8.1.4.B.6) 1.7. use search tools and browsing concepts by going to sites and searching within these sites for information. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.7, 8.1.4.B.8)	• See Grade One Instructional Tools/ Materials/Technology/Resources • Desktop and/or laptop computers • Clicker 4 • Kid Pix Studio Deluxe • Print Shop Deluxe • Microsoft Word • Microsoft Excel • Microsft PowerPoint • Monroe Township's district software including Jump Start Advanced First Grade, Jump Start Advanced Second Grade, Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House, Mighty Math Zoo Zillions Thinking Things 1, Thinking Things II, Mighty Math Carnival Countdown, A to Zap, Kidspiration, Reading Counts, and Workgroup Manager • Network printers • Monroe Township's Technology Vocabulary for Grade Two (See **Appendix C**) • Web browsers • Search engines • Safari • Teacher created spreadsheet template • OS X Keyboard Shortcuts	• See Grade One Learning Activities/ Interdisciplinary Activities/ Assessment Model • See Monroe Township's Grade Level Suggested Websites for Grade Two **See Monroe Township's Teacher Packet for Integrated Technology Activities:** • Create an Alphabet Book incorporating research project on animals, endangered species, rainforest, Orangutans, etc. create original picture in KPSD and import into PSD to add facts learned in text box or PowerPoint as slides. • Create an Artic Environment in KPSD using background tool and adding indigenous animals and sea life • Create a Thanksgiving Acrostic in PSD (See Thanksgiving Acrostic.psf on Shared folder) • Famous Black American • Black American Achiever • Famous Black Americans • Here are pictures of my famous Black American. • Valentine Day Cards in PSD • St. Patrick's Day Cards in PSD • Mothers' Day Cards in PSD • Fathers' Day Cards in PSD • Hello Goodbye Poems for change of Seasons in Word • Thank You Cards in PSD • Exercise For Each Season in Word (see Exercise For.doc on Shared folder) • All-Star Achievers

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade 2/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	1.8. produce a simple finished document using word processing software. (CPI 8.1.4.A.4) 1.9. observe the teacher introduce and model simple graphs and charts on a prepared spreadsheet template. (CPI 8.1.4.A.5) 1.10. cut and paste graphics and text. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.11. spell check a simple finished document. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.4) 1.1. Create and maintain files and folders. (CPI 8.1.4.A.7) 1.2. Use a graphic organizer (CPI 8.1.4.A.8) 1.12. Use basic computer icons. (CPI 8.1.4.A.9) 1.13. Select and use simple tools and materials to complete a task. (CPI 8.2.4.4.A) 1.14. Make a Plan in order to design a solution to a problem. (CPI 8.2.4.4.B) 1.15. Describe a toy or other familiar object as a system with parts that work together. (CPI 8.2.4.4.C)	**Internet** • http://www.animalgame.com/ • http://www.orangutan.com • http://www.zoomdinosaurs.com • http://www.enchantedlearning.com/Home.html • www.enchantedlearning.com/subjects/dinosaurs/ • www.enchantedlearning.com/subjects/dinosaurs/info/a.shtml • http://www.bbc.co.uk/sn/prehistoric_life/ • http://dsc.discovery.com/guides/dinosaur/dinosaur.html • http://yahooligans.yahoo.com/content/science/dinosaurs/start.html • http://yahooligans.yahoo.com/content/science/dinosaurs/dinopedia.html • http://www.dinodictionary.com/ • http://www.sdnhm.org/kids/dinosaur/bytes.html • http://www.enchantedlearning.com/history/us/MLK/index.shtml • http://www.northpole.com/ • http://www.mhschool.com/science/2002/student/index.html • http://www.mhschool.com/science/2002/student/unitlist.php3?vGrade=2&vAlt=Frog • http://www.mypyramid.gov/ • http://www.kidshealth.org/kid/stay_healthy/food/pyramid.html	• Visit with Santa Claus at northpole.com • Computer News from 205 • Solar System (template on Shared Documents folder) • Food Pyramid (template on Shared Documents folder) • New Food Pyramid Webquest (Created by Elisa Barbetti) • Lifecycle of a Butterfly [KPSD picture to be imported into Word] (template on Shared Documents folder) • The World (template on Shared Documents folder) • The United States (template on Shared Documents folder) • Plant Parts (template on Shared Documents folder) • Salt/Fresh Water (template on Shared Documents folder) • Habitats (template on Shared Documents folder) • Food for Thought (Example by Tori-Rae) • All About Me slideshow (Example by Cameron) • "All About Me" Year-long Portfolio of work examples in PowerPoint Presentation culminating with parental audiences. • 2nd Grade Penguin Research • create monthly Poems in Word • Create Poetry Book cover in PSD • 2nd grade Dinosaur Research (see My Dinosaur.doc on Shared folder) • Create PowerPoint presentation to present interesting facts learned on Dinosaurs, Penguins, Orangutans, etc. • Create Report Cover in PSD or Word • 2nd grade Planet Research (Using ArtyAsto.com, see

Suggested days of instruction	Curriculum Management System Grade Level/Subject: Grade 2/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
		• http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html • http://www.dole5aday.com • http://www.whitehousehistory.org/ • http://www.enchantedlearning.com/subjects/dinosaurs/index.html • http://www.kidsdinos.com/ • http://www.kidsastronomy.com/ • http://www.kidsknowit.com/ • http://starhawk.jpl.nasa.gov/planets/welcome.htm • http://www.enchantedlearning.com/subjects/astronomy/activities/findit/Answersastro.shtml • http://www.solarspace.co.uk/ • http://amazing-space.stsci.edu/ • http://www.nineplanets.org/ • http://www.nasm.si.edu/ceps/etp/ • http://homepage.eircom.net/~aidanbarry/planetpursuit/start.html • http://www.artyastro.com/artyastro.htm • http://www.teach-nology.com/web_tools/graphic_org/ • http://www.eduplace.com/graphicorganizer/ • http://www.graphic.org • http://www.readwritethink.org • http://www.edheads.org/activities/simple-machines/ • http://medtropolis.com/VBody.asp	Planet Fun Facts Sheet.doc, Planet Statistics.xls, Planets Stationary.doc, and Planet Template.ppt on Shared folder) • Sights of Fall descriptive poems • Math Word Problem & Answer Templates in KPSD • Survey & Spreadsheet & graph using chart wizard in Excel (Favorite Birthdays, Favorite Planets, Favorite Ice Cream Flavor, Favorite Sport, Favorite Baseball Team, Jelly Bean Colors, M&M Colors, Candy Heart Colors, etc.) • Synonym Switch in Microsoft Word using the Computer Thesaurus • The New Food Pyramid Activity: Three Healthful Meals • My Pyramid (template on Shared folder) • Breakfast Plate (template on Shared folder) • Lunch Plate (template on Shared folder) • Dinner Plate (template on Shared folder) • Snack Plate (template on Shared folder) • • Father's Day Letter in Word including Graphics from Google Images. • Create a Constellation in KPSD (See Grade 1-2 Constellations.doc on Shared folder) • Create a Constellation Legend in Word (See Grade 1-2 Constellations.doc, big dipper.doc, and Iroquois Legend of the Big Dipper.doc on Shared folder) • Sequence story parts using PowerPoint (See Grade 2 Lilly'sPurplePlasticPurse.doc, LillysPowerPoint.ppt, LillySentenceStrips.doc, HenkesDot to Dot.doc, Lilly's Purple ColorMe.kpx, and LillysPlasticPurse.jpg on Shared folder)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade 2/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://docs.info.apple.com/article.html?artnum=75459 • http://www.whitehousekids.gov • http://www.thewiggles.com.au/games/newgames/html/veges.htm • http://www.thewiggles.com.au/games/alphabet/index.html • http://www.thewiggles.com.au/games/match/match.html • http://www.thewiggles.com.au/games/newgames/html/brc.html • http://www2.kiddonet.com/kiddonet/Animals/index.htm • http://disney.go.com/disneychannel/playhouse/bear/index.html • http://www.allmuppets.com/stamps/matchup.html • http://www.mnh.si.edu/arctic/game/ • http://www.postalmuseum.si.edu/activity/famousamericans/index.html • http://www.siec.k12.in.us/~west/proj/lincoln/ • http://www.groundhogs.com • http://www.cogcon.com/gamegoo/gooey.html • http://www.grinched.com/wnframe.html • http://www.angelfire.com/pa5/kotc/Napalm.html • http://www.funbrain.com/math/index.html • http://www.storylineonline.net	• Outline Maps (see templates on Shared folder) • Tic Tac Toe Template in Word (template on Shared folder) • Create Sense Poetry in KPSD to describe the Seasons, etc. (See 5 Senses Chart template in KPSD on Shared folder.) • Review Phonics and Grammar Skills at the GameGoo website (see Game Goo Kids Games.doc on Shared folder) • The Lonely Firefly Graphic Organizer (template on Shared folder) • The Wall (template on Shared folder) • Research Authors (See Authors Web Pages.htm on Shared folder) • Jeopardy PowerPoint Template • Hollywood Squares PowerPoint Template • Millionaire PowerPoint Template • Twenty Questions PowerPoint Template • Guess The Covered Word PowerPoint Template

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade 2/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.bookpals.net/index.php • http://members.enchantedlearning.com/grammar/partsofspeech/adjectives/8characteradjectives/ • http://www.usmint.gov/kids • http://www.nasa.gov/externalflash/nasa_gen/ • http://www.nineplanets.org • http://www.stardate.org • http://www.spaceday.org/index.html • http://www.ars.usda.gov/is/kids/index.html • http://www.nationalgeographic.com/kids/index.html • http://www.yahooligans.yahoo.com/Science_and_Nature/Astronomy_and_Space/Solar_System/Planets • http://www.factmonster.com/ipka/A0909527.html • http://www.the-solar-system.net • http://vathena.arc.nasa.gov/curric/space/index.html • http://www.absoluteastronomy.com • http://www.exploratorium.edu/ronh/age • http://www.teachingtime.co.uk/ • http://www.storylineonline.net/ • http://www.bookpals.net/index.php • http://bensguide.gpo.gov/k-2/games/interactive.html • http://www.50states.com	

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade 2/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.americanpresidents.org/ • http://www.classroomhelp.com/lessons/Presidents/index.html • http://ap.grolier.com/browse?type=profiles#pres • http://www.whitehouse.gov/history/presidents • http://www.whitehouse.gov/kids/presidents/index.html • http://www.ipl.org/div/potus	

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade 3/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. demonstrate Grade Two technology skills. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.4, 8.1.4.A.5, 8.1.4.A.6, 8.1.4.A.7, 8.1.4.A.8, 8.1.4.A.9, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.2.4.4.A, 8.2.4.4.B, 8.2.4.4.C) 1.2. create and present a multimedia presentation. (CPI 8.1.4.A.6) 1.3. create a simple chart and graph. (CPI 8.1.4.A.5) 1.4. use appropriate basic computer vocabulary: slide layout, design template, reboot, and restart. (CPI 8.1.4.A.1) 1.5. choose text wrapping for inserted graphics. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.6. paraphrase information from internet research. (CPI 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.8) 1.7. open and close windows, use the Taskbar (PC), and use the resize window option including maximize and minimize. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1) 1.3. Create and maintain files and folders. (CPI 8.1.4.A.7) 1.4. Use a graphic organizer (CPI	• See Grade Two Instructional Tools/ Materials/Technology/Resources • Desktop and/or laptop computers • Kid Pix Studio Deluxe • Microsoft PowerPoint • Microsoft Excel • Graph Links • Kidspiration • Monroe Township's technology vocabulary for Grade Three (See **Appendix D**) • Microsoft Word • Web browsers • Monroe Township's district software including Workgroup Manager • Mac OS X Keyboard Shortcuts • Windows Keyboard Shortcuts **Internet** • http://www.weather.com • http://www.ask.com • http://www.askjeeves.com • http://www.yahooligans.yahoo.com • http://www.timeforkids.com/TFK/ • http://www.enchantedlearning.com/subjects/mammals/ • http://www.enchantedlearning.com/subjects/reptiles/printouts.shtml	• See Grade Two Learning Activities/ Interdisciplinary Activities/ Assessment Model • See Monroe Township's Grade Level Suggested Websites for Grade Three • **See Monroe Township's Teacher Activity Packet for Integrated Technology Activities:** • Draw a Word Fish or Word Animal or any Spelling word that is a noun by inserting alphabet text in KPSD • Meteorologist Research • Easy Business Cards in Print Shop Deluxe • New Food Pyramid Webquest (Created by Elisa Barbetti) • Amazing Animals Lesson Plan/Project Idea Sheet • Collaborative Work Skills: Animal Classification Research Rubric • Multimedia Project: Animal Classifications Electronic Portfolio Rubric • Oral Presentation Rubric: Animal Classification Portfolios • Dear Mom and Dad Letter (Example by Brenna) • Children's Authors Internet Hunt by Cindy O'Hora • PowerPoint presentation of Halloween Word Problems • PowerPoint presentation of Thanksgiving Word Problems • Author Research Project culminating in PowerPoint presentation • Survey & Spreadsheet & graph using chart wizard in Excel (Favorite Birthdays, Favorite Planets, Favorite Ice Cream Flavor, Favorite Sport, Favorite Baseball Team,

Suggested days of instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade 3/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	8.1.4.A.8) 1.8. Use basic computer icons. (CPI 8.1.4.A.9)	• http://www.enchantedlearning.com/coloring/amphibians.shtml • http://www.enchantedlearning.com/subjects/fish/printouts/ • http://www.enchantedlearning.com/subjects/birds/printouts • http://www.yahooligans.yahoo.com/science_and_nature/living_things/animals/mammals/ • http://www.yahooligans.yahoo.com/Science_and_Nature/Living_Things/Animals/Birds/Types_of_Birds/ • http://www.yahooligans.yahoo.com/content/animals/ • http://nationalzoo.si.edu/default.cfm • http://pbskids.org/arthur/ • http://www.teach-nology.com/web_tools/graphic_org/ • http://www.eduplace.com/graphicorganizer/ • http://www.graphic.org • http://www.readwritethink.org • http://www.edhelper.com/teachers/graphic_organizers.htm • http://docs.info.apple.com/article.html?artnum=75459 • http://support.microsoft.com/default.aspx?scid=kb;en-us;q126449 • http://www.kidshealth.org/kid/stay_healthy/food/pyramid.html	Jelly Bean Colors, M&M Colors, Candy Heart Colors, etc.) • Create Flip Book in PowerPoint (Famous Americans, Famous Women, Black History Month, Animals. States, Countries, Continents) • What is a Mammal? -1 from Teacher Creatd.com • What is a Mammal?-2 from TeacherCreated.com • Vertebrates & Invertebrates Reach Project culminating in PowerPoint Presentations • Read Across America-Dr. Seuss WebQuest • National Women's Month Reasearch Projects using websites • Use Newsletter templates in Word to write original articles culminating in a class newsletter to be distributed to each student (Third Grade Tribune). • PowerPoint Presentations of Third Grade Memories. • PowerPoint Presentations of Year-long Word Problems in Math culminating in parental audiences. • State Report Booklet in Microsoft Word using templates • Products list template (on Shared folder) • Places to Visit template (on Shared folder) • Products Table template (on Shared folder) • State Symbols template (on Shared folder) • State Information template (on Shared folder) • That's A Wrap template (on Shared folder). • Outline Maps (see templates on Shared folder) • Tic Tac Toe Template in Word (template on Shared folder) • Jeopardy PowerPoint Template

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade 3/Technology	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.teachercreated.com/free/ • Http://www.teachercreated.com/books/3411 (Click on Page 7, Site 1 and Page 8, Site 1.) • http://www.kidsreads.com/features/010221-seuss/seuss-bio.asp • http://www.nwhp.org/whm/themes/themes.html • http://www.infoplease.com • http://www.historychannel.com/exhibits/womenhist • http://www.funbrain.com/math/index.html • http://www.storylineonline.net • http://bensguide.gpo.gov/3-5/state/index.html • http://www.50states.com • http://www.americanpresidents.org/ • http://www.classroomhelp.com/lessons/Presidents/index.html • http://ap.grolier.com/browse?type=profiles#pres • http://www.whitehouse.gov/history/presidents • http://www.whitehouse.gov/kids/presidents/index.html • http://www.ipl.org/div/potus	• Hollywood Squares PowerPoint Template • Millionaire PowerPoint Template • Twenty Questions PowerPoint Template • Guess The Covered Word PowerPoint Template

Grade K/Technology

COURSE BENCHMARKS

12. **Students will be able to use the mouse and/or track pad by clicking and dragging.**
13. **Students will be able to identify the basic parts of the computer.**
14. **Students will be able to use the following tools: pencil, fill, typewriter, oops man, stamps, letter/number, and eraser.**
15. **Students will be able to use graphics and text box.**
16. **Students will be able to use the return/enter, delete, spacebar, and shift keys.**
17. **Students will be able to navigate through grade-level software and internet sites.**
18. **Students will be able to use appropriate basic computer vocabulary.**
19. **Students will be able to demonstrate proper care and usage of the computers.**
20. **Students will be able to log off and shut down computers.**
21. **Students will be able to use the Menu Bar and Drop-Down Menus.**
22. **Students will be able to observe the teacher modeling the login procedure.**
23. **Students will be able to use basic computer icons.**

Grade 1/Technology

COURSE BENCHMARKS

11. **Students will be able to demonstrate Kindergarten technology skills.**
12. **Students will be able to open the laptop computer, turn the computer on and login using "their secret identity and code."**
13. **Students will be able to use formatting skills: changing color, font, size, and color.**
14. **Students will be able to insert and change graphics; find and open programs using icons; identify icons; and identify the desktop environment with the Dock.**
15. **Students will be able to save a file using Save As.**
16. **Students will be able to use the delete and cap locks keys and be able to form capital letters using the shift key.**
17. **Students will be able to use appropriate basic computer vocabulary: link, navigate, web pages.**
18. **Students will be able to access the Internet using the district homepage and navigate to their school's website using a link.**
19. **Students will be able to observe the teacher model printing by demonstrating going to the File Menu and choosing Print.**
20. **Students will be able to use the Menu Bar and Drop-Drop menus.**
21. **Student will be able to use basic computer icons.**

Grade 2/Technology

COURSE BENCHMARKS

12. **Students will be able to demonstrate Grade 1 technology skills.**
13. **Students will be able to use formatting skills: resize graphics, align and arrange text and graphics, and change font color.**
14. **Students will be able to print using the File Menu and choosing the Print Option.**
15. **Students will be able to use appropriate computer vocabulary.**
16. **Students will be able to save, use a textbox, move and insert graphics.**
17. **Students will be able to observe the teacher model and introduce importing graphics from the Internet and other sources making sure to check in the link to file and save with document options.**
18. **Students will be able to use search tools and browsing concepts by going to sites and searching within these sites for information.**
19. **Students will be able to produce a simple finished document using word processing software.**
20. **Students will be able to observe the teacher introduce and model simple graphs and charts on a prepared spreadsheet template.**
21. **Students will be able to cut and paste graphics and text.**
22. **Students will be able to spell check a simple finished document.**
23. **Students will be able to create and maintain files and folders.**
24. **Students will be able to use a graphic organizer.**
25. **Students will be able to use basic computer icons.**
26. **Students will be able to select and use simple tools and materials to complete a task.**
27. **Students will be able to make a plan in order to design a solution to a problem.**
28. **Students will be able to describe a toy or other familiar object as a system with parts that work together.**

Grade 3/Technology

COURSE BENCHMARKS

8. **Students will be able to demonstrate Grade Two technology skills.**
9. **Students will be able to create and present a simple electronic presentation.**
10. **Students will be able to create a simple chart and graph.**
11. **Students will be able to use appropriate basic computer vocabulary: slide layout, design template, reboot, and restart.**
12. **Students will be able to choose text wrapping for inserted graphics.**
13. **Students will be able to paraphrase information from internet research.**
14. **Students will be able to open and close windows, use the Taskbar (PC), and use the resize window option including maximize and minimize.**
15. **Students will be able to create and maintain files and folders.**
16. **Students will be able to use a graphic organizer.**
17. **Students will be able to use basic computer icons.**

Grade K/Technology Vocabulary

Appendix A

computer
laptop
mouse
track pad
keyboard
monitor
LCD screen
CPU
Macintosh HD
floppy drive
CD Rom drive
patience
click
drag
tools
fill tool
typewriter tool
oops man tool
stamp tool
pencil tool
letter/number tool
eraser tool
illustrations
picture
graphics
icon
text
textbox

return/enter
delete
spacebar
shift
option
shift/option
log out
shut down
menu bar
drop-down menu
login
scroll down/up
type
print
file
welcome

Grade 1/Technology Vocabulary

Appendix B

secret identity
code
password
desktop
font
color
insert
size
Icons
Style
Desktop
Dock
Save
Save As
Document
Document folder
Shared folder
Caps lock
application
program
link
launch
navigate
web pages
website
homepage
Apple menu
server

Grade 2/Technology Vocabulary

Appendix C

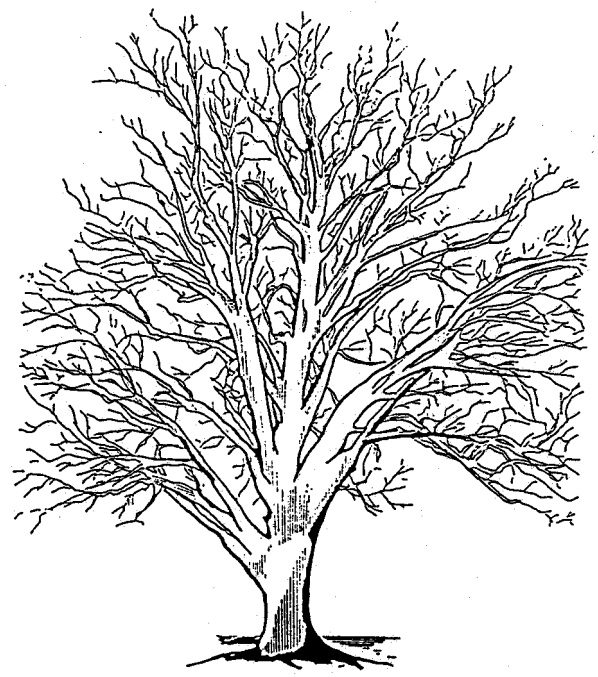
resize
align text
centering
left
right
justify
arrange text
import
template
cut
paste
spell check
internet browsing
online research
online resources
printing
insert graphic
handles
troubleshoot
chart
graph
spreadsheet
Microsoft Excel
word processing
Microsoft Word
Document
Document folder
Shared folder

Grade 3/Technology Vocabulary

Appendix D

slide show
Microsoft PowerPoint
design template
reboot
restart
text wrapping
Multimedia
desktop
Taskbar (PC)
maximize
minimize
open
close
window
resize window
electronic portfolio
document
format
clip art
title bar
scroll bar
formatting palette
copy/paste
edit
view
select all
directories
Document folder
Shared folder

Monroe Township Schools



Curriculum Management System

School Library Media Program

Grade 3 - 5

June 2008

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: September 2008

Table of Contents

MONROE TOWNSHIP SCHOOL DISTRICT

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Dr. Jeff Gorman, Assistant Superintendent
Mr. Michael C. Gorski, Business Administrator, CPA

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: Karen O'Connell

Supervisor Name: Pamela Ackerman Garcia, Supervisor of Library Media, Language Arts and World Language

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Secretarial Staff: Karen Rucando
Debby Gialanella
Gail Nemeth

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the School Library Media Program is to provide students with a wide-range of sufficient resources that supports curriculum needs and allows for the development of life-long skills necessary for: (1) critically and ethically locating, evaluating and using information; (2) appreciating and understanding literature and its cultural connections; (3) participating in the exchange of new ideas and (4) promoting effective and efficient decision-making.

Educational Goals

- To provide a collection that is current, diverse and facilitates reading interests.
- To provide a collection that is aligned with curriculum needs.
- To provide an environment that is comfortable and student-friendly.
- To provide an environment that is conducive to quality research efforts.

New Jersey State Department of Education
Core Curriculum Content Standards

A note about Standards and Cumulative Progress Indicators.

The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards may also be found at:
http://www.nj.gov/njded/cccs

School Library Media Program

Scope and Sequence

**Sequence will vary depending on classroom instructional needs*

<table>
<tr><th colspan="2">Grade 3</th></tr>
<tr><td>Big Idea:
I. Infrastructure
a. Understand organization of library materials
b. Practice responsible library procedures</td><td>Big Idea:
II. Literature
a. Respond to reading, listening and viewing experiences through a variety of formats
b. Exposure to a variety of literary genres
c. Understand role of author, illustrator and publisher</td></tr>
<tr><td>Big Idea:
III. Research
a. Locate sources of information
b. Organize information
c. Credit sources of information</td><td>Big Idea:
IV. Ethics
a. Understand ownership of ideas</td></tr>
<tr><th colspan="2">Grade 4</th></tr>
<tr><td>Big Idea:
I. Infrastructure
a. Understand organization of library materials
b. Practice responsible library procedures
c. Develop search strategies for locating library materials</td><td>Big Idea:
II. Literature
a. Respond to reading, listening and viewing experiences through a variety of formats
b. Exposure to variety of literary genres
c. Understand role of author, illustrator, publisher</td></tr>
<tr><td>Big Idea:
III. Research
a. Locate sources of information
b. Organize information
c. Credit sources of information</td><td>Big Idea:
IV. Ethics
a. Understand ownership of ideas</td></tr>
</table>

Grade 5	
Big Idea: I. Infrastructure a. Understand organization of library materials b. Practice responsible library procedures c. Apply search strategies for locating library materials	**Big Idea:** II. Literature a. Respond to reading, listening and viewing experiences through a variety of formats b. Exposure to variety of literary genres c. Understand role of author, illustrator and publisher
Big Idea: III. Research a. Locate sources of information b. Organize information c. Credit sources of information d. Evaluate sources of information	**Big Idea:** IV. Ethics a. Understand ownership of ideas

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Research **Topic: Information Resources** **The student will be able to access information effectively and efficiently**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea:** **Research** **Topic: Information Resources** **The student will be able to access information effectively and efficiently**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
n-going basis	1.1.1 Determine what information is needed for research 1.1.2 Determine best resources to fulfill their research needs 1.1.3 Locate information within chosen resources **CPIs:** 3.1.3A.1, 3.1.3A.3, 3.1.3G.13, 3.1.3G.14, 3.1.3H.1, 3.1.3H.2, 3.1.3H.3 3.1.4A.1, 3.1.4A.3, 3.1.4E.3, 3.1.4G.3, 3.1.4G.7, 3.1.4H.1, 3.1.4H.3, 3.1.5A.1, 3.1.5A.2, 3.1.5E.5, 3.1.5G.9, 3.1.5G.11, 3.1.5H.1, 3.1.5H.3, 3.1.5H.4, 3.1.5H.5, 3.1.5H.6, 3.1.5H.7, 3.3.3B.1, 3.3.4B.1, 3.3.4B. 5, 3.3.5B.5, 3.4.4B.2, 3.4.5A.1, 3.5.4A.1., 3.5.5B.2, 3.5.5B.3, 3.5.5B.7, 5.1.4B.1 8.1.4B.5, 8.1.4B.6, 8.1.4B.7, 8.1.4B.2, 8.1.4B.3	• **What is the topic?** - What do I want / need to know about the topic? - What information is needed to satisfy the research topic? • **What resources can be used to satisfy the research project?** **Print Sources**: - Compton's Encyclopedia - World Book Encyclopedia - World Almanac Book of Facts **Online Sources:** - Facts on File - Ebsco Host - Grolier Online - Bensguide Government Websites for Kids • **How can students access information within appropriate resources?** - Index - Table of Contents - Subject, keyword, etc.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** • **Students will generate research questions** - Log in to United Streaming - Select "Language Art" and limit results to grades "3 – 5" - Select "Discovering Language Arts: Research" - View segment 1 "Brainstorming Ancient Egypt" - Following segment, present "broad term" topic to students - Have students brainstorm questions about topic (i.e. what they need / want to know)

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Research Topic: Information Resources The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			- Students will group brainstormed questions into similar topic groups - Students will choose one group of questions to research *(Synthesis)* • **Students will be exposed to a variety of research sources** - Encyclopedia, World Almanac for Kids, nonfiction titles, electronic sources • **Students will examine list of reliable online databases** - Distribute RADCAB website evaluation checklist - Log on to Monroe Twp. Library website - Choose "Research" - In pairs, have students examine one the following databases using their RADCAB checklist: Facts on File; Ebsco; CountryWatch - Have students share their findings with the class and discuss why these are reliable sources *(Analysis)* • **Students will practice using efficient methods of accessing information (i.e. using index, guide words, Table of**

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Research Topic: Information Resources The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Contents) - Instruction using *World Almanac for Kids* for index and table of contents - Use encyclopedia index to locate information - Use guide words in encyclopedia to locate information - Use table of contents in nonfiction books to locate information *(Analysis, Evaluation)* **Instructional Materials and Resources:** United Streaming http://www.UnitedStreaming.com RADCAB: Your Vehicle for Information Evaluation http://www.radcab.com Monroe Twp. Public Library (online database access) http://www.monroetwplibrary.org/research.htm Ben's Guide to US Government for Kids http://bensguide.gpo.gov/ *Comptons Encyclopedia*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Research Topic: Information Resources The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			World Book Encyclopedia *Grolier Online Encyclopedia* *World Almanac for Kids*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Research **Topic: Information Resources** **The student will be able to evaluate information**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Research **Topic: Information Resources** **The student will be able to evaluate information**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	1.2.1 Distinguish reliable and accurate sources of information **CPIs:** 3.1.3G.2, 3.1.3G.3, 3.1.3G.14 3.1.4A.3, 3.1.4G.2, 3.1.4G.7, 3.3.4B.5, 3.3.5B.5, 3.5.4A.1, 3.5.5B.2, 3.5.5B.7 5.1.4B.2 6.1.4A.5 8.1.4B.8	• What is a reliable source of information? - Accuracy - Relevance - Authority - Detail - Currency	**Learning Activities:** • **Students will learn how to evaluate print and online sources** - Log onto RADCAB - Discuss each evaluation point in RADCAB: R = Relevancy A = Appropriateness D = Detail C = Currency A = Authorship B = Bias - Discuss website endings “edu” “org” “com” “web” *(Evaluation)* **Scenario:** You are an information resource evaluator for Monroe Schools. Your job is to decide whether or not the following sources (selected by teacher) are appropriate for students. Working with your group, use your RADCAB evaluation form to help you decide. Present your findings to the class. *(Application, Analysis, Evaluation)*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Research Topic: Information Resources The student will be able to evaluate information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Instructional Materials and Resources: Monroe Twp. Public Library (online database access) http://www.monroetwplibrary.org/research.htm Wikipedia http://www.wikipedia.org Web evaluation resources: RADCAB: Your Vehicle for Information Evaluation http://www.radcab.com The Good, The Bad & The Ugly: Why It's A Good Idea to Evaluate Web Sources http://lib.nmsu.edu/instruction/eval.html QUICK: The Quality Information Checklist http://www.quick.org.uk/menu.htm Kathy Schrock's Guide for Educators http://school.discoveryeducation.com/schrockguide/eval.html ALA: Great Websites for Kids Selection Criteria http://www.ala.org/ala/alsc/greatwebsites/greatwebsitesforkids/greatwebsites.cfm

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Research **Topic: Information Resources** **The student will be able to use information effectively and creatively**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea:** Research **Topic: Information Resources** **The student will be able to use information effectively and creatively**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	1.3.1 Collect essential information for notes 1.3.2 Credit information sources **CPIs:** 3.1.3A.3, 3.1.3G.3, 3.1.3G.4, 3.1.3G.7, 3.1.3G.8, 3.1.3H.2, 3.1.4A.3, 3.1.4E.3, 3.1.4F.4, 3.1.4G.3, 3.1.4G.7, 3.1.5G.9, 3.1.5H.1, 3.1.5H.5, 3.1.5H.7, 3.3.4B.5, 3.3.5B.5, 3.5.4A.1, 3.5.4B.4, 3.5.5B.2, 3.5.5B.3	• How can students organize this information? - Graphic Organizers • How can students credit this information? - Bibliography	**Learning Activities:** • **Students will chart information using graphic organizers** - Venn Diagram - Timeline - Brainstorming web - KWL chart - Outline - Color Coding *(Analysis)* **Scenario:** You and your group have been hired to create a Native American exhibit comparing and contrasting various tribes for the Monroe Twp. Public Library. Each group will research a different tribe. Chart your findings on the class Venn Diagram. *(Analysis)*

<table>
<tr><td rowspan="3">Suggested days of Instruction</td><td rowspan="3">Curriculum Management System
<u>Grade Level/Subject</u>:
3 – 5 / School Library Media</td><td colspan="2">Big Idea: Research</td></tr>
<tr><td colspan="2">Topic: Information Resources</td></tr>
<tr><td colspan="2">The student will be able to use information effectively and creatively</td></tr>
<tr><td>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)
The student will be able to:</td><td>Essential Questions
Sample Conceptual Understandings</td><td>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</td></tr>
<tr><td></td><td></td><td></td><td>

- **Students will analyze and cite resources using correct bibliographic citation (MLA format)**

Learning Activities:

- Divide students into pairs
- Distribute to each pair a nonfiction book (can be a textbook for uniformity or book for current research topic)
- Review information found on title page and copyright page
- Distribute blank bibliography form
- Have pairs complete bibliography form using information from their nonfiction soource.
- Repeat with website and encyclopedia *(Analysis)*

Instructional Materials and Resources:

Various Nonfiction titles

Graphic Organizers:
www.eduplace.com/graphicorganizer
</td></tr>
</table>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Research Topic: Information Resources The student will be able to use information effectively and creatively	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Bibliographies: MLA Formating and Style Guide http://owl.english.purdue.edu/owl/resource/557/01/ Citing Your Sources http://www.lib.berkeley.edu/instruct/guides/citations.html MLA Elementary Citation Maker http://www.oslis.org/resources/cm/mlacitationse

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Literature	
		Topic: Genre Study	
		Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Literature **Topic: Genre Study** **Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	2.1.1 Recognize different types of literary genres 2.1.2 Understand the role of the author, illustrator and publisher 2.1.3 Respond to various reading, listening and viewing experiences through a variety of formats 2.1.4 Appreciate elements of a great story **CPIs:** 3.1.3D.2, 3.1.3E.1, 3.1.3G.1, 3.1.3G.4, 3.1.3G.6, 3.1.3G.7, 3.1.3G.10, 3.1.3G.11, 3.1.3G.12, 3.1.3G.13, 3.1.3H.3, 3.1.4G.1, 3.1.4G.4, 3.1.4G.6, 3.1.4G.8, 3.1.4G.9, 3.1.4G.10, 3.1.4G.13, 3.1.4H.2, 3.1.4H.3, 3.1.5G.1, 3.1.5G.2, 3.1.5G.7, 3.1.5G.12, 3.1.5G.16, 3.1.5H.8, 3.2.3A.2, 3.2.3D.7, 3.2.4A.2, 3.2.5A.4, 3.4.3B.2, 3.4.4B.1, 3.4.5A.1, 3.5.4B.4, 6.2.4E.8	• **What are the different types of literary genres?** - Fairy Tales - Historical Fiction - Mystery - Tall Tales / Folkltales - Biography - Fantasy • **How is a book created?** - Author - Illustrator - Publisher • **What can we learn from reading, listening, and viewing experiences?** - Theme • **What makes a great story great?** - Award-winning literature	**Learning Activities:** • **Students will distinguish characteristics of various genres** - Read samples of genres to students - Have students identify characteristics of genre present in story *(Analysis)* • **Students will examine importance of the various roles in the creation of books (e.g. author, illustrator, publisher)** - Read *How a Book is Made* aloud to students **Scenario:** You and your group are an (author, illustrator or publisher) at Scholastic. You have been asked to defend your job or else you might be fired. Present your argument to the class for a class vote. *(Application, Evaluation)* • **Students will respond to variety of reading, listening and viewing experiences through a variety of formats (e.g. artistically, orally, etc.)** - Discussion

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Literature Topic: Genre Study Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			- Text-to-self connections - Predictions *(Application, Analysis)* **Learning Activities:** - Examine genre characteristics of fairy tales - Read aloud traditional Brothers Grimm version of *Cinderella* - Analyze genre characteristics present in story - Explain to students that we will be reading two different versions of Cinderella from two different cultures (*Mufaro's Beautiful Daughters* and *Yeh-Shen: A Cinderella Story from China)* - Prior to each story, have students record responses to the following: "I see…" (prompt students to record what they see on the cover) "I know…" (prompt students to record what they know already about the story/genre) "I wonder…" (prompt students to record what they have questions / wonderings about - Share responses

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Literature Topic: Genre Study Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			- Read stories with class, stopping along the way to make predictions: Can you predict what is about to happen next? Why? What do you know about this genre/particular tale that helped you make that prediction? - Discuss similarities/differences between various versions *(Evaluation, Synthesis)* • **Students will determine what makes a great story great** - Discuss selection criteria for various awards (Newbery, Caldecott, etc.) - Have students create list of criteria that they think is most important in identifying great literature. **Scenario:** You have been selected to be on the Coretta Scott King Award committee. Read aloud *Minty: A Story of Young Harriet Tubman*. Explain why you think this book won a Coretta Scott King Award and whether or not it deserved it. Brainstorm with your group any other possible nominees and defend your selection.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Literature Topic: Genre Study Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			(Evaluation, Analysi, Synthesis) **Scenario:** A literary award is being given in your honor. What should the criteria be? What books that you have read could qualify for this award? Why? *(Analysis, Evaluation)* **Instructional Materials and Resouces:** *How a Book is Made* by Aliki Harper Trophy: 1986 *From Pictures to Words: A Book About Making a Book* by Janet Stevens Holiday House: 1995 *Tales From the Brothers Grimm: A Classic Illustrated Edition* Chronicle Books: 2007 *Mufaro's Beautiful Daughters* Harper Collins Publishers: 1987 *Yeh-Shen: A Cinderella Story from China*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Literature Topic: Genre Study Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Penguin Young Readers Group: 1996 *Minty: A Story of Young Harriet Tubman* by Alan Schroeder Dial: 1996 Award-winning literature: Literary and Related Awards http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/literaryrelated.cfm Children's Notable Lists http://www.ala.org/ala/alsc/awardsscholarships/childrensnotable/default.cfm Coretta Scott King Book Awards http://www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.cfm

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Infrastructure	
		Topic: Facilities and Resources	
		Goal 1: The student will be able to navigate the library media center facility to accommodate research and personal needs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea:** Infrastructure **Topic: Facilities and Resources** **Goal 1:** The student will be able to navigate the library media center facility to accommodate research and personal needs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	3.1.1 Recognize that informational and recreational sources in the library have specific arrangements 3.1.2 Independently locate and access library materials **CPIs:** 3.1.3A.1, 3.1.3A.3, 3.1.3H.1, 3.1.4H.1, 3.1.4H.3, 3.1.5H.1, 3.1.5H.3	• How are materials organized in the library? - Dewey Decimal System - Alphabetical • How can I locate materials in the library? - Library catalog	**Learning Activities:** • **Students will identify titles as fiction or nonfiction using call numbers** - Distribute "Book Spine Bingo" game cards to students - Review arrangement of information on book spine label - Have students identify call numbers of books and fill in corressponding square on bingo card *(Analysis)* • **Students will search and locate fiction / nonfiction titles by call number** *(Knowledge)* **Scenario:** Someone has ransacked the library! You have volunteered to help put everything back in order. Your *Shelf Finder* cards have all the book information that you need to put the materials back in order. Working with your team, put all titles in proper order. *(Application, Analysis)*

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea:** Infrastructure **Topic: Facilities and Resources** **Goal 1:** The student will be able to navigate the library media center facility to accommodate research and personal needs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			• **Students will organize subjects into Dewey categories** **Scenario:** You have been hired to catalog new nonfiction books. Working with your group, identify the proper Dewey category for each book and explain why you chose that category (e.g. Football book = Sports) *(Analysis, Evaluation)* **Instructional Materials and Resouces:** Dewey Decimal System: http://www.unit5.org/links/dewey.htm Games: *Shelf Finder:* 2003 www.Upstartpromotions.com DVD: *Using the Dewey Decimal System* Schlessinger Media: 2003

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Infrastructure	
		Topic: Facilities and Resources	
		Goal 2: The student will be able to practice responsible behavior in regards to the library facility and collection.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea: Infrastructure** **Topic: Facilities and Resources** **Goal 2: The student will be able to practice responsible behavior in regards to the library facility and collection.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	3.2.1 Demonstrate proper book care 3.2.2 Practice proper procedures for book circulation 3.2.3 Cultivate responsible library behavior **CPIs:** 6.2.4D.2	• **What is the correct way to take care of a book?** - Handling - Safe-keeping • **What are the proper procedures for book circulation?** - Circulation policy • **How can I be a responsible library user?** - Library rules	**Learning Activities:** • **Students will distinguish and practice appropriate book care** - Display examples of badly damaged books along with new books - Discuss with students why most would prefer to take out newer books - Discuss how students can keep books in good condition (e.g. using bookmarks; keeping in safe, clean spot, etc.) - Distribute cards from *Be a Book Buddy* - Students place picture prompt cards under happy or sad book face depending on book care scenario *(Application, Comprehension)* **Scenario:** Students at your school have not been practicing appropriate book care. Most of the books are severely damaged! You and your friends are fed up and decide to do something about it! Create a skit that you can perform to fellow students to teach them about good book care. *(Application, Comprehsion, Synthesis)*

<table>
<tr><td rowspan="4">Suggested days of Instruction</td><td rowspan="3">Curriculum Management System
<u>Grade Level/Subject</u>:
3 – 5 / School Library Media</td><td colspan="2">Big Idea: Infrastructure</td></tr>
<tr><td colspan="2">Topic: Facilities and Resources</td></tr>
<tr><td colspan="2"><u>Goal 2:</u> The student will be able to practice responsible behavior in regards to the library facility and collection.</td></tr>
<tr><td>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)
The student will be able to:</td><td>Essential Questions
Sample Conceptual Understandings</td><td>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</td></tr>
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Students will practice correct book circulation procedures (e.g. sign-out practice, returning books on time)

- Review circulation procedures with students
- Divide students into small groups
- Distribute library scenario card to each group (e.g. “Your book is due but you have not finished reading it yet…”)
- Student groups share responses with class
(Application, Comprehension)

Students will practice responsible library behavior

Scenario:
You have been hired to design a new bookmark for the library detailing library rules. Remember to include circulation policies and tips for good bookcare! Share your design with the class.
(Synthesis)
Instructional Materials and Resouces:
Games:
Library Skills Line Up: A Trio of Library Games
www.Upstartpromotions.com</td></tr>
</table>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Infrastructure Topic: Facilities and Resources Goal 2: The student will be able to practice responsible behavior in regards to the library facility and collection.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **3 – 5 / School Library Media**	**Big Idea:** Ethics **Topic: Ethical Information Utilization** **Goal 1:** The student will be able to practice ethical behavior in regard to information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea:** **Ethics** **Topic: Ethical Information Utilization** **Goal 1:** **The student will be able to practice ethical behavior in regard to information**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
On-going basis	4.1.1 Understand reason for citing sources 4.1.2 Identify necessary information for citing sources 4.1.3 Understand function of copyright 4.1.4 Define plagiarism **CPIs:** 3.2.5B.8 8.1.4B.2, 8.1.4B.3	• Why do I need to cite my sources? • What is plagiarism? • What are copyright laws and why are they important to me? • How do I cite my sources?	**Learning Activities:** • **Students will define and examine the consequence of plagiarism** - Prepare PowerPoint presentation on topic of plagiarism: - Show examples from the news – a) people who have used other people's words or ideas and b) students quoting sections from books/encylopedias - Define plagiarism - Show consequences of plagiarism: fail a paper, class or grade; be dis-invited to college; court and fines - How to avoid plagiarism: always cite sources; examples of bibliography *(Analysis)* • **Students will understand concept of copyright law (intellectual property)** **Scenario:** You are an author or artist. Imagine that a creative work has been "stolen" from you and the "thief" reaps all the benefits of the work (e.g. royalties). Working with your group, dramatize how you would feel. Include in your dramatization the role of the

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 3 – 5 / School Library Media	Big Idea: Ethics Topic: Ethical Information Utilization Goal 1: The student will be able to practice ethical behavior in regard to information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			"thief." What could happen to this "thief" when he/she is caught? (Application) • **Students will practice correct citation methods (creating bibliography in MLA format)** - Distribute to each student a nonfiction book - Review information found on title page and copyright page - Distribute blank bibliography form - Have students fill in bibliography form using information from their nonfiction source. - Repeat with website and encyclopedia *(Application, Analysis)* **Instructional Materials and Resouces:** Copyright and Plagiarism: www.ed.uiuc.edu/wp/copyright-2002/lessonplanfaqs.html Bibliographies: MLA Formating and Style Guide http://owl.english.purdue.edu/owl/resource/557/01/ Citing Your Sources http://www.lib.berkeley.edu/instruct/guides/citations.html MLA Elementary Citation Maker http://www.oslis.org/resources/cm/mlacitationse

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **3 – 5 / School Library Media**	**Big Idea:** Ethics **Topic: Ethical Information Utilization** **Goal 1:** The student will be able to practice ethical behavior in regard to information	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

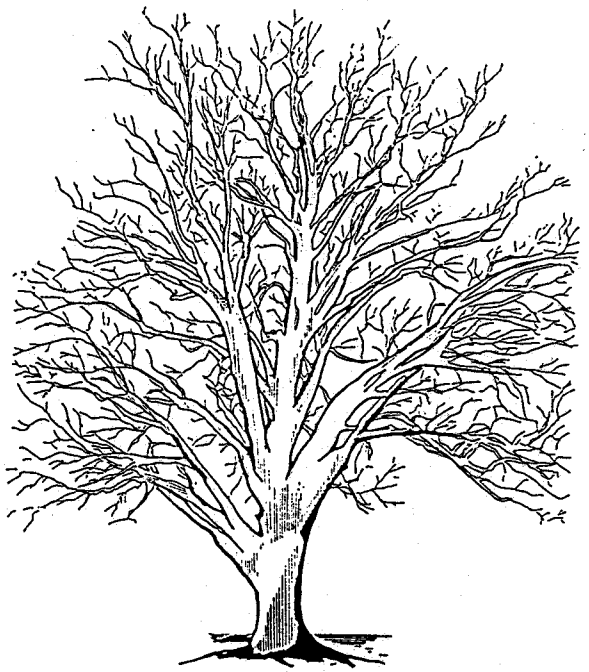
- **School Library Media Program**

Grade 3 - 5

COURSE BENCHMARKS

13. **The student will be able to access information effectively and efficiently.**
14. **The student will be able to evaluate information**
15. **The student will be able to use information effectively and creatively**
16. **The student will be able to appreciate and enjoy literature and other creative expressions of information**
17. **The student will be able to navigate the library media center facility to accommodate research and personal needs**
18. **The student will be able to practice responsible behavior in regards to the library facility and collection.**
19. **The student will be able to practice ethical behavior in regard to information**

Monroe Township Schools



Curriculum Management System

Technology

Grades 4-6

July 2007

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220**

Board Approved: December 12, 2007

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MONROE TOWNSHIP SCHOOL DISTRICT

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Mr. Michael C. Gorski, Business Administrator, CPA

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: **Karen O'Connell**

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Secretarial Staff: **Karen Rucando**
Debbie Gialanella
Gail Nemeth

Monroe Township Schools
Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

In a 1992 report the Secretary's Commission on Achieving Necessary Skills (SCANS) identified technology as an essential workplace competency. The Commission stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The New Jersey State Department of Education has included technological literacy as a separate standard focusing on both computer literacy and technology education.

New technologies are evolving at an amazing rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and become comfortable with these new technologies. Students must have the ability to use basic computer skills to choose, operate, and troubleshoot computer applications in school, at home, and later in the workplace. Doing so will enable students to function in our ever-changing society and be informed, productive members while keeping current with state of the art technology.

The computer and information literacy standard and the technology education engineering and technological design standard are designed to be integrated and applied in all of the content areas of the Core Content Curriculum Standards.

Educational Goals

The technology mission of Monroe Township Schools is to incorporate technology in the educational program so the district will:

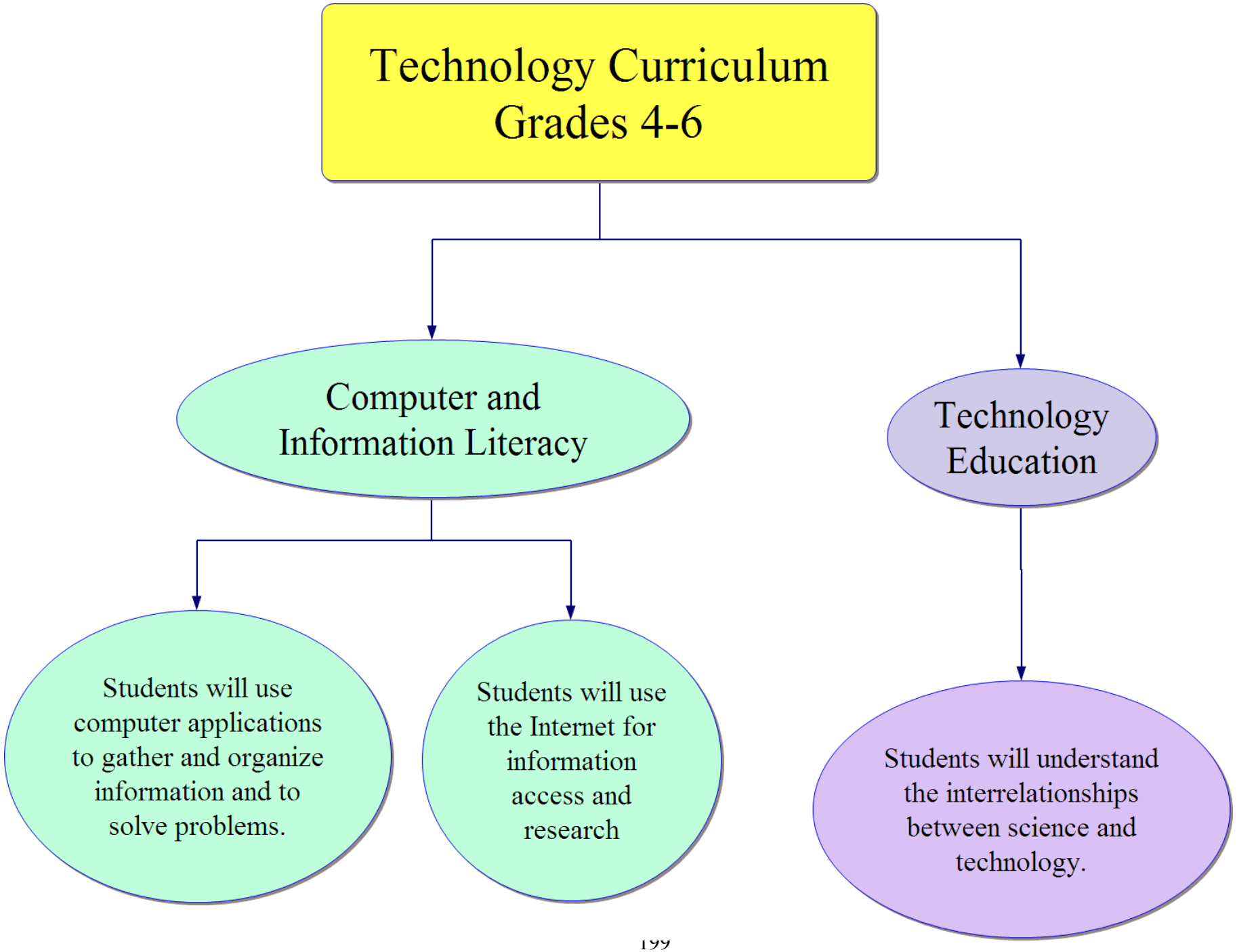
*Develop measurable goals and objectives for integrating technology into learning.
*Enable students to obtain, comprehend, and manipulate information to attain their goals.
*Provide students the opportunity to both explore and experience existing technologies.
*Enable students to demonstrate basic competencies in using technology as a tool for learning.
*Provide technologies to students at the appropriate time in their school careers.

New Jersey State Department of Education
Core Curriculum Content Standards

A note about Technology Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Technology were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the new standards. The most recent copy of the New Jersey Core Curriculum Standards for Technological Literacy may be found at:

http://www.nj.gov/education/cccs/s8_tech.pdf


Technology Curriculum
Grades 4-6
Computer and
Information Literacy
Technology
Education
Students will use
computer applications
to gather and organize
information and to
solve problems.
Students will use
the Internet for
information
access and
research
Students will understand
the interrelationships
between science and
technology.

Technology

Scope and Sequence Grades 4-6

Big Idea: Computer and Information Literacy I Students will use computer applications to gather and organize information and to solve problems. a. The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content area.	**Big Idea: Computer and Information Literacy** II The student will use the Internet for information access and research a) Students will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.
Big Idea: Technology Education III Students will understand the interrelationships between science and technology. a. Students will use technology as it applies to science, and information and communication systems for study in the field of technology education b. Students will expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking and problem solving.	

Grade 4/Technology

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Computer and Information Literacy	
		Topic: Students will use computer applications to gather and organize information and to solve problems.	
		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **Grade 4/Technology**	**Big Idea: Computer and Information Literacy** **Topic: Students will use computer applications to gather and organize information and to solve problems.** **The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Apply Grade 3 technology skills. use appropriate basic technology vocabulary: (CPI 8.1.4.A.1) use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help). (CPI 8.1.4.A.2) input and access text and data, using appropriate keyboarding techniques or other input devices. (CPI 8.1.4.A.3) produce a simple finished document using word processing software. (CPI 8.1.4.A.4) produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template. (CPI 8.1.4.A.5) create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6)' Create and maintain files and folders. (CPI 8.1.4.A.7) Use a graphic organizer (CPI 8.1.4.A.8)	• **How does Word help you create a better story?** Students will understand that using a word processor allows them to make additions and changes to their work more easily. • **In what way is PowerPoint useful?** Students will understand that PowerPoint presentations display and summarize pertinent information about a topic in a way that catches the viewers interest. • **How does Excel help you compare data?** Students will understand that by entering data in a spreadsheet they are able to easily create a chart of the information.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** Assessment Model (Evaluation, Analysis and Synthesis) Students will imagine they are the owner of a travel agency. Students will create an interesting travel presentation of New Jersey to entice visitors to our state, and assist new residents. Students will assess the value or importance of the information they research to be included in their presentation. The brochure will contain an illustrated cover, including a map of New Jersey, the counties, articles and illustrations about New Jersey with captions for each picture. Completed student work should include the use of a selected application to create the brochure and use of an integrated rubric for scoring. Using a template create a comparison chart in Excel of appropriate county data and paste in presentation. (i.e population, square area statistics). Interpret and analyze the data in relation to the assigned county.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Computer and Information Literacy Topic: Students will use computer applications to gather and organize information and to solve problems. The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Use basic computer icons. (CPI 8.1.4.A.9) Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10)	• **How does a network increase work productivity ?** Students will understand that saving to the network allows them to access and edit their work from any computer on that network. Students will understand that their username and password provide a secure space on the network for storing their personal work in folders. • **How does a graphic organizer enhance your final product.** Students will understand that a graphic organizer can help them organize and classify information. Students will understand that using Inspiration allows them to view their graphic organizer in both diagram and outline views.	(CPI 8.1.4.A.6) (CPI 8.1.4.A.3)(CPI 8.1.4.A.5) www.celebratenj.org http://www.state.nj.us/hangout_nj/ New Jersey (Monroe Township Schools) Resources Site NJ Technology Frameworks Keyboarding Practice Haiku Project

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Computer and Information Literacy	
		Topic: The student will use the Internet for information access and research	
		The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **Grade 4/Technology**	**Big Idea: Computer and Information Literacy** **Topic: The student will use the Internet for information access and research** **The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Recognize and practice responsible ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access;copyrighted materials;on-line library resources;personal security and safety issues. (8.1.B.2) Practice appropriate Internet etiquette. (8.1.B.3) Recognize the ethical and legal implications of plagiarism of copyrighted materials.(8.1.B.4) Recognize the need for accessing and using information (8.1.B.5) Identify and use web browsers to obtain information to solve real world problems. (8.1.B.6)	• **In what way does an Acceptable Use Policy guide or hinder Internet usage?** Students will understand that they must abide by the guidelines of the district's Acceptable Use Policy. • **What is the Internet?** Students will understand that information on the Internet needs to be verified for accuracy. Students will understand that the Internet is another source of research. Students will understand that different search engines produce different results. • **How do you know you are safe on the Internet?** Students will be able to put into words and understand that Internet information can be blocked (filtered)	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** www.i-safe.org www.netsmartzkids.org

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Technology Education	
		Topic: The students will understand the interrelationships between science and technology.	
		The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Technology Education Topic: The students will understand the interrelationships between science and technology. The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.4.4.B.1 (Science). Demonstrate how measuring instruments are used to gather information in order to design things that work properly 5.2.4.A.1.(Science) Describe how people in different cultures have made and continue to make contributions to science and technology. 5.2.4.B.1. (Science) Hear, read, write, and talk about scientists and inventors in historical context.	• **How have instruments in Science & Technology changed over time?** Students will understand that contributions in Science and Technology are global and data can be shared and exchanged worldwide.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Science On-Line** Grade 4/Technology McGraw Hill Science (Fish) [www.amnh.org/resources/mhscience You have been selected to join the ranks of NASA as a Junior Astronaut! You will form a crew and together you will gather and record information about your mission. Your mission is to investigate a body in the solar system (planet, asteroid, comet, or meteor). When you become an expert, you will voyage to your assigned body, explore it, and finally create and give a multimedia presentation to communicate your impressions and data. Good luck with your mission! I know you will be successful on your journey and return with exciting information to share! Solar System Project and Selected Resource Web

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Technology Education Topic: The students will understand the interrelationships between science and technology. The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Sites

Grade 5

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 5/Technology	Big Idea: Computer and Information Literacy	
		Topic: Students will use computer applications to gather and organize information and to solve problems	
		Goal 1: The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **Grade 5/Technology**	**Big Idea:** Computer and Information Literacy **Topic: Students will use computer applications to gather and organize information and to solve problems** **Goal 1: The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Apply Grade 4/Technology technology skills. produce a simple finished document using word processing software. (CPI 8.1.4.A.4) produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template. (CPI 8.1.4.A.5) create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6)' Create and maintain files and folders. (CPI 8.1.4.A.7) Use a graphic organizer (CPI 8.1.4.A.8) Use basic computer icons. (CPI 8.1.4.A.9) Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10 Solve problems individually and/or collaboratively using	• **How does Word help you create a better essay?** Students will understand that using a word processor allows them to make additions and changes to their work more easily. Students will understand that the tools in a word processor help to edit and format their documents. • **In what way is PowerPoint useful?** Students will understand that PowerPoint presentations display and summarize pertinent information about a topic in a way that catches the viewers interest. Students will understand that their PowerPoint presentation should convey summarized information using text and graphics. Students will understand how to use the tools in PowerPoint to enhance their presentations. • **How does Excel help you compare data?** Students will understand that by entering data in a spreadsheet they are able to easily create a chart of the information. Students will understand that the purpose of charting data is to anaylze and evaluate trends.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **SEE APPENDIX Technology Frameworks** Keyboarding Project Women in History Caribbean Islands

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 5/Technology	Big Idea: Computer and Information Literacy Topic: Students will use computer applications to gather and organize information and to solve problems Goal 1: The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10	• **How does a network increase work productivity ?** Students will understand that saving to the network allows them to access and edit their work from any computer on that network. Students will understand that their username and password provide a secure space on the network for storing their personal work in folders. • **How does a graphic organizer enhance your final product?** Students will understand that a graphic organizer can help them organize and classify information. Students will understand that using Inspiration allows them to view their graphic organizer in both diagram and outline views.	

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 5/Technology	Big Idea: Computer and Information Literacy	
		Topic: The student will use the Internet for information access and research	
		The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 5/Technology	Big Idea: Computer and Information Literacy Topic: The student will use the Internet for information access and research The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Locate specific information by searching a database. (8.1.B.7) Recognize accuracy and/or bias of information.(8.1.B.8 Recognize and practice responsible ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access;copyrighted materials;on-line library resources;personal security and safety issues. (8.1.B.2) Practice appropriate Internet etiquette. (8.1.B.3) Recognize the ethical and legal implications of plagiarism of copyrighted materials.(8.1.B.4) Recognize the need for accessing and using information (8.1.B.5) Identify and use web browsers to obtain information to solve real world problems. (8.1.B.6)	• **In what way does an Acceptable Use Policy guide or hinder Internet usage?** Students will understand that they must abide by the guidelines of the district's Acceptable Use Policy. • **What is the Internet?** Students will understand that information on the Internet needs to be verified for accuracy. Students will understand that the Internet is another source of research. Students will understand that different search engines produce different results. Students will understand that data collected from the Internet can be real time. • **How do you know you are safe on the Internet?** • Students will understand that filtering Internet information is controlled by the administrator of the computer and/or network.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** Assessment piece will involve data collection from weather station to be interpreted, & analyzed to predict future weather patterns. The information will be synthesized in a PP presentation. **SEE APPENDIX Technology Frameworks** Where Do You Eat Thanksgiving Dinner?

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **Grade 5/Technology**	**Big Idea:** **Technology Education**	
		Topic: Students will understand the interrelationships between science and technology.	
		The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **Grade 5/Technology**	**Big Idea:** **Technology Education** Topic: Students will understand the interrelationships between science and technology. **The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.4.4.B.1 (Science). Demonstrate how measuring instruments are used to gather information in order to design things that work properly 5.2.4.A.1.(Science) Describe how people in different cultures have made and continue to make contributions to science and technology. 5.2.4.B.1. (Science) Hear, read, write, and talk about scientists and inventors in historical context.	• **How does technology affect your career path**? Students will understand the importance of computer applications experience and managing large amounts of information in relation to career choices.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Career Choice Project** Present to students the challenge of explaining their career choice to their peers. Have them select the appropriate software for their presentation to develop and organize their information. Ask them to compare & contrast their career path in relationship to the world today and tomorrow. Students should imagine what "a day in the life of____"is and design a daily schedule of events. Students should defend the importance of their career in a global society.

Grade 6

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 6/Technology	Big Idea: Computer and Information Literacy	
		Topic: Students will use computer applications to gather and organize information and to solve problems	
		Goal 1: The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **Grade 6/Technology**	**Big Idea: Computer and Information Literacy** **Topic: Students will use computer applications to gather and organize information and to solve problems** **Goal 1: The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	use appropriate basic technology vocabulary: (CPI 8.1.4.A.1) use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help). (CPI 8.1.4.A.2) input and access text and data, using appropriate keyboarding techniques or other input devices. (CPI 8.1.4.A.3) produce a simple finished document using word processing software. (CPI 8.1.4.A.4) produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template. (CPI 8.1.4.A.5) create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6)' Create and maintain files and folders. (CPI 8.1.4.A.7) Use a graphic organizer (CPI 8.1.4.A.8) Use basic computer icons. (CPI 8.1.4.A.9)	• **How is proficiency achieved in software applications?** • Students will understand that knowledge of software applications is achieved through exploration, inquiry, and integration of use in real life situations.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** *(Application, synthesis, evaluation* The students will imagine they are the editor of an archeology magazine. Students will design a magazine cover for an issue that highlights the glory of Ancient Sumer. Each magazine must include the following: • the name of the magazine • a creative subtitle that includes the name Sumer • an illustration that visually represents at least three important aspects of the history or culture of Sumer • a brief caption for each illustration that explains the importance of these aspects • teasers and/or titles of articles included in the issue that compare and contrast current relevant U.S. laws with that of Hammirabi's code • the impact/similarities/differences of Sumer

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 6/Technology	Big Idea: Computer and Information Literacy Topic: Students will use computer applications to gather and organize information and to solve problems Goal 1: The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10)		society to present day U.S society • students will present their completed historical/literary project and will explain and defend their choice of material Students will select the appropriate software application for designing their magazine. Research for their magazine should be collected & organized in a graphic organizer. Assessment of technology application should be integrated with Social Studies scoring rubric. **SEE APPENDIX Technology Frameworks** Writing a Business Letter

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 6/Technology	Big Idea: Computer and Information Literacy	
		Topic: The student will use the Internet for information access and research	
		The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 6/Technology	Big Idea: Computer and Information Literacy Topic: The student will use the Internet for information access and research The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Locate specific information by searching a database. (8.1.B.7) Recognize accuracy and/or bias of information.(8.1.B.8 Recognize and practice responsible ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access;copyrighted materials;on-line library resources;personal security and safety issues. (8.1.B.2) Practice appropriate Internet etiquette. (8.1.B.3) Recognize the ethical and legal implications of plagiarism of copyrighted materials.(8.1.B.4) Recognize the need for accessing and using information (8.1.B.5) Identify and use web browsers to obtain information to solve real world problems. (8.1.B.6)	• **What are the ethical and moral issues surrounding the Internet today?** Students will understand that they have a responsibility to make ethical and moral decision when using the Internet.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** Suggested Resources Search Engines www.pagebull.com www.ask.com

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **Grade 6/Technology**	**Big Idea:** **Technology Education**	
		Topic: Students will understand the interrelationships between science and technology.	
		The student will expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **Grade 6/Technology**	**Big Idea:** **Technology Education** Topic: Students will understand the interrelationships between science and technology. **The student will expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.4.4.B.1 (Science). Demonstrate how measuring instruments are used to gather information in order to design things that work properly 5.2.4.A.1.(Science) Describe how people in different cultures have made and continue to make contributions to science and technology. 5.2.4.B.1. (Science) Hear, read, write, and talk about scientists and inventors in historical context.	• **How does science and technological advances affect our lives?** • Students will understand that advances in science and technology contribute to the economic well being of global societies.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **SEE APPENDIX Technology Frameworks** Back Pack Project

1 Grade 4/Technology

COURSE BENCHMARKS

17. **Students will be able to demonstrate Grade Three technology skills.**
18. **Students will be able to use appropriate basic technology vocabulary: transitions, animations.**
19. **Students will be able to use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).**
20. **Students will be able to input and access text and data, using appropriate keyboarding techniques or other input devices.**
21. **Students will be able to produce a simple finished document using word processing software.**
22. **Students will be able to produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.**
23. **Students will be able to create and present a multimedia presentation using appropriate software.**
24. **Students will be able to create and maintain files and folders.**
25. **Students will be able to use a graphic organizer.**
26. **Students will be able to use basic computer icons.**
27. **Students will be able to discuss the common uses of computer applications and identify their advantages and disadvantages.**
28. **Students will be able to recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, Copyrighted Materials, On-line library resources, and Personal security and safety issues.**
29. **Students will be able to practice appropriate Internet etiquette.**
30. **Students will be able to recognize the ethical and legal implications of plagiarism of copyrighted materials.**
31. **Students will be able to recognize the need for accessing and using information.**

2 Grade 4/Technology

COURSE BENCHMARKS (Continued)

32. **Students will be able to identify and use web browsers, search engines, and directories to obtain information to solve real world problems.**
33. **Students will be able to locate specific information by searching a database.**
34. **Students will be able to recognize accuracy and/or bias of information.**
35. **Students will be able to solve problems individually and/or collaboratively using computer applications.**
36. **Students will be able to identify basic hardware problems and solve simple problems.**
37. **Students will be able to describe how people in different cultures have made and continue to make contributions to science and technology.**
38. **Students will be able to hear, read, write, and talk about scientists and inventors in historical context.**
39. **Students will be able to distinguish between things that occur in nature and those that have been designed to solve human problems.**
40. **Students will be able to demonstrate how measuring instruments are used to gather information in order to design things that work properly.**
41. **Students will be able to describe a product or device in terms of the problem it solves or the need it meets.**
42. **Students will be able to choose materials most suitable based on their characteristics to make simple mechanical constructions.**
43. **Students will be able to use the design process to identify a problem, look for ideas, and develop and share solutions with others.**

3 Grade 5/Technology

COURSE BENCHMARKS

8. **Students will be able to demonstrate Grade Four technology skills.**
9. **Students will be able to create documents with advanced text-formatting and graphics using word processing.**
10. **Students will be able to construct a simple spreadsheet, enter data, and interpret information.**
11. **Students will be able to demonstrate e-mail etiquette to include formal and informal communications, copyright laws, and plagiarism, language mechanics and social skills.**
12. **Students will be able to use the thesaurus tool.**
13. **Students will be able to choose appropriate tools and information resources to support research including but not limited to: On-line resources and databases, and Search engines and subject directories.**
14. **Students will be able to use computer applications to modify information independently and/or collaboratively to solve problems.**
15. **Students will be able to determine when technology tools are appropriate to solve a problem and make a decision.**
16. **Students will be able to distinguish between things that occur in nature and those that have been designed to solve human problems.**
17. **Students will be able to demonstrate how measuring instruments are used to gather information in order to design things that work properly.**
18. **Students will be able to describe a product or device in terms of the problem it solves or the need it meets.**
19. **Students will be able to choose materials most suitable based on their characteristics to make simple mechanical constructions.**
20. **Students will be able to use the design process to identify a problem, look for ideas, and develop and share solutions with others.**

4 Grade 6/Technology

COURSE BENCHMARKS

15. **Students will be able to demonstrate Grade Five technology skills.**
16. **Students will be able to demonstrate their understanding of the hierarchy of maintaining files and the organizing of files.**
17. **Students will be able to demonstrate their ability to copy and delete files from the directories.**
18. **Students will be able to demonstrate their ability to use the Shared Folder, file share and create sub folders.**
19. **Students will be able to send and retrieve attachments.**
20. **Students will be able to evaluate web sites for accuracy, relevance, and appropriateness.**
21. **Students will be able to keep their personal bookmarks and add icons to the toolbar.**
22. **Students will be able to use shortcut commands using the command key in combinations with other keys rather than using the drop down menus.**
23. **Students will be able to use internet research tips such as the use of =, -, "", search engines such as Google, Yahooligans, Ask Jeeves, and Dog Pile.**
24. **Students will be able to troubleshoot basic computer problems: freeze, reboot, control-alt-delete to end a task, loss of directory folder means restarting if necessary, etc.**
25. **Students will be able to demonstrate their ability to create charts using the chart wizard and use the function and formula options.**
26. **Students will be able to import another document, i.e. spreadsheet into a slideshow presentation.**
27. **Students will be able to distinguish between things that occur in nature and those that have been designed to solve human problems.**
28. **Students will be able to demonstrate how measuring instruments are used to gather information in order to design things that work properly.**
29. **Students will be able to select a technological problem and describe the criteria and constraints that are addressed in solving the problem.**
30. **Students will be able to identify the basic components of a technological system: Input, Process, Output, and Feedback.**

5 Grade 6/Technology

COURSE BENCHMARKS (Continued)

31. **Students will be able to describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.**
32. **Students will be able to describe how technological activity has an effect on economic development, political actions, and cultural change.**
33. **Students will be able to explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.**

Appendix 1

NEW JERSEY TECHNOLOGY FRAMEWORKS

http://www.nj.gov/education/aps/cccs/tech/frameworks/

The Five Senses (Primary)	Fall Haiku (4)	BackPack Project
Keyboarding Practice (4-8)	Technology Solves Problems (4-6)	Women's History Month (4-5)
Caribbean island Adventure (4-6)	Where do you eat Thanksgiving dinner? (4-6)	Writing a Business Letter

Note: Print copies of these activities are also available in the paper copy of this document filed at the Curriculum Office.

Grade 4/Technology Vocabulary

Incorporate 3rd Grade Vocabulary

clip art
close
copy/paste
directories
document
edit
electronic portfolio
format
formatting palette
maximize
minimize
open
resize window
scroll bar
select all
shared folder
taskbar
taskbar
text wrapping
title bar
view
window

4th Grade Vocabulary

application shortcuts
bar graph
cell
custom animations
data
database
graphing
hardware
Internet safety
line graph
Microsoft Applications
pie graph
search engines
software
spreadsheet
tables
transitions
web browsers
WebQuest

Grade 5/Technology Vocabulary

Incorporate 4th Grade Vocabulary

application shortcuts
bar graph
cell
custom animations
data
database
graphing
hardware
Internet safety
line graph
Microsoft Applications
pie graph
search engines
software
spreadsheet
tables
transitions
web browsers
WebQuest

5th Grade Vocabulary

copyright
email
epals
etiquette
formal communication
informal communication
instant messaging
"netiquette"
plagiarism
real time data
thesaurus
web pages
word processing

Grade 6/Technology Vocabulary

Incorporate 5th Grade Vocabulary

copyright
email
epals
etiquette
formal communication
informal communication
instant messaging
"netiquette”
plagiarism
real time data
thesaurus
web pages
word processing

6th Grade Vocabulary

system
folders
shared folder
group shared folder
attachment
file extensions
retrieve
favorites & bookmarks
toolbar
keyboard shortcut commands
freeze
control key
Control-Alt-Delete (for ending a task)
functions
formulas
sum
auto sum
import document

SAMPLE

A+ Rubrics for PowerPoint Presentation

This rubric may be used for self-assessment and peer feedback. The project grade will be based upon the following evaluation scale:

Exemplary: 40-44 points
Proficient: 36-39 points
Partially Proficient or Incomplete: Needs to be resubmitted - less than 36 points

PowerPoint Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research and Note taking	6 points Note cards indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.	4 points Note cards show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	2 points Note cards show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.	0 points Note cards show you recorded information from four or less resources, did not find graphics or sounds, and ignored alternative points of view.	
Preproduction Plan - Storyboard	6 points The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any	4 points The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.	2 points The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.	0 points There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.	

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
	site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.				
Introduction	3 points The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	2 points The introduction is clear and coherent and relates to the topic.	1 point The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	0 points The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.	
Content	8 points The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from * primary sources.	6 points The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.	4 points The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable.	0 points The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.	

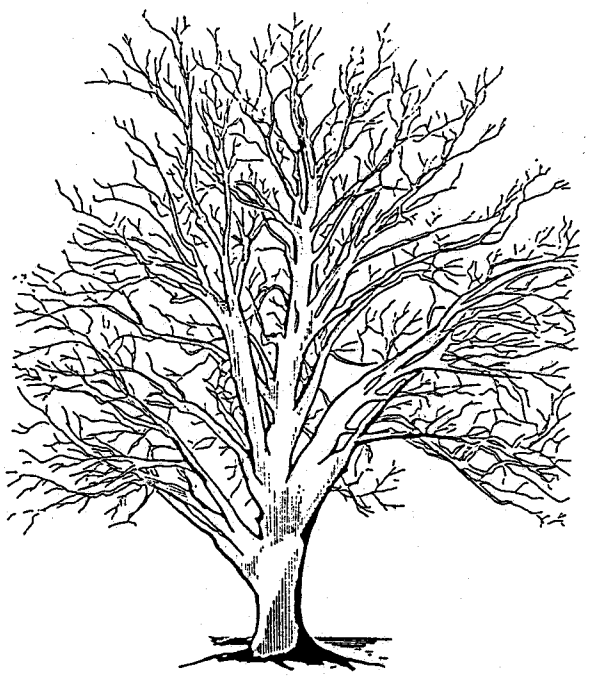
ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Text Elements	3 points The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.	2 points Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	1 point Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	0 points The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.	
Layout	3 points The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	2 points The layout uses horizontal and vertical white space appropriately.	1 point The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	0 points The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.	
Citations	6 points Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using MLA citations throughout the project.	4 points Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.	2 points Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.	0 points No way to check validity of information.	

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Graphics, Sound and/or Animation	3 points The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.	2 points The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.	1 point Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	0 points The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.	
Writing Mechanics	6 points The text is written with no errors in grammar, capitalization, punctuation, and spelling.	4 points The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	2 points Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)	0 points Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)	
				TOTAL POINTS	/44

Appendix 2

Note: Appendix 2 contains print copies of the activities linked on page 31. They are included in the paper copy of this document filed at the Curriculum Office.

Monroe Township Schools



Curriculum Management System

School Library Media Program

Grades 6-8

July 2008

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: September 2008

Table of Contents

MONROE TOWNSHIP SCHOOL DISTRICT

ADMINISTRATION

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Dr. Jeff Gorman, Assistant Superintendent
Mr. Michael C. Gorski, Business Administrator, CPA

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: **Barbara Shapiro and Patty Fekete**

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Albert Pulsinelli

Secretarial Staff: **Karen Rucando**
Debbie Gialanella
Gail Nemeth

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The School Library Media Program will provide students with the opportunity to develop life-long skills needed for: (1) locating, evaluating and using information in a critical and ethical manner; (2) understanding, evaluating and appreciating literature and its cultural connections; (3) participating in the exchange of new ideas and (4) promoting effective and efficient decision-making.

Educational Goals

To provide an environment that is conducive to quality research efforts.
To provide an environment that is comfortable and student-friendly.
To provide students with research opportunities that support curricular needs.
To develop and promote effective research strategies.
To promote an interest in reading.
To promote an understanding that reading is a necessary life-skill that provides opportunity.
To provide a facility that promotes technology as a tool for research.

New Jersey State Department of Education
Core Curriculum Content Standards

The New Jersey Core Curriculum Standards were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards may be found at: http://www.state.nj.us/education/cccs/

Information Literacy
Scope and Sequence

Quarter I

Big Idea: Infrastructure
I. Internet / Web Infrastructure
a. Search engines
b. Browsers
c. Databases
d. Social Networks

Big Idea: Ethics
I. Internet Etiquette (Netiquette)
II. Plagiarism
III. Copyright
IV. Freedom of Information

Big Idea: Infrastructure
II. School Library Infrastructure
a. Dewey Decimal System
b. Online catalogue
c. School e-mail
d. Library website

Quarter II

Big Idea: Research
I. Big6 Research Model
a. Defining the Task
b. Information Seeking Strategies
c. Location and Access of Information
d. Use of Information
e. Synthesis of Information
f. Evaluation of Information

Big Idea: Research
II. Searching the World Wide Web
a. Defining the World Wide Web
b. Web Directories
c. Search Engines
d. Searching Techniques
e. Searching Pitfalls

Big Idea: Research
III. Criteria for analyzing all information sources
a. Analyzing and reviewing sources
b. Defining types of misinformation
c. Defining coverage
d. Determining Authorship
e. Identifying Publication Date
f. Identifying Publisher and the audience
g. Identifying scholarly sources versus popular sources

Quarter III

Big Idea: Research

IV. Criteria specific for analyzing web sources
a. Understanding and identifying the URL
b. Scanning the page for specific information criteria
c. Determining the author
d. Determining currency
e. Determining link properties
f. Determining navigability
g. Determining validity

Big Idea: Research

V. Organizing the project
a. Browsing topic
b. Evaluate information
c. Identify the purpose of project
d. Create project timeline
e. Develop a thesis
f. Evaluate and assess thesis statement
g. Locate support resources
h. Develop research outline
i. Note-taking
j. Works-cited/Bibliography
k. Write research paper
l. Format and Present

Quarter IV

Big Idea: Literature

I. Conduct Reading Interest Survey
a. Identify areas of interests
b. Identify strengths and weaknesses
c. Consult library resources

Big Idea: Literature

II. Identifying Literary Resources
a. Librarian or other library services
b. Online catalog
c. Literary reviews, etc.

Big Idea: Literature

III. Assessing Readability
a. Matching book to interest and needs
b. Matching book to reading ability

Big Idea: Literature

IV. Identify Reading Strategies
a. Identify the purpose or need
b. Use appropriate reading strategies

Big Idea: Literature

V. Literature Connections
a. Identify characters
b. Identify theme-based problems
c. Identify solutions

Big Idea: Literature

VI. Literature Genres
a. Identify various literary genres
b. Discuss various literary genres

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **6th - 8th Grade**	**Big Idea:** **Research** **The student will be able to access information effectively and efficiently**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	1.1.1 Recognize the need for information 1.1. 2 Recognize the need for accurate and comprehensive information as the basis for intelligent decision making 1.1.3 Formulate questions based on information needs 1.1.4 Identifiy a variety of potential sources of information 1.1.5 Develop and use successful strategies for locating information CPI's: 3.1.5H.1, 3.1.6A.1 3.1.6A.2, 3.1.6A.3, 3.1.6C.1, 3.1.6H.1, 3.1.6H.2, 3.1.6H.3, 3.1.7G.16, 3.1.7H.4, 3.1.8A.1, 3.1.8G.14, 3.2.6C.9, 3.2.8C.7, 3.3.6A.1, 3.3.6A.2, 3.3.6B.2, 3.3.8B.2 6.1.8A.6, 6.1.8A.7 8.1.8A.10, 8.1.8B.6, 8.1.8B.8, 8.1.8B.10, 8.1.12B.5,	**What is the purpose of this project?** • **teacher-directed and/or personal projects** • **specific information needs** • **project requirements** **What are the elements of the "Big Six" process?** • **Task Definition** • **Information Seeking Strategies** • **Location and Access** • **Use of Information** • **Synthesis** • **Evaluation** **What information is available?** • **Primary source information versus secondary information** • **Text** • **Electronic (internet and subscription sources; i.e. databases)** **How will the information be accessed?** • **Local, public or academic library** • **Interlibrary loan** • **Electronic, internet, etc.** • **Card or electronic catalog**	Learning Activities: The Big6 Research Model & Activities *Defining the Task:* Define the information problem and identify information needed through: *Application, Knowledge, Analysis* • Essential Questions: Develop questions that will allow for better understanding of topic (i.e. KWL chart to assist with information known vs. information needed). • Concept Mapping: A visual tool used to help students choose a topic, identify a problem, and solution (i.e. a topic flow chart or a time/order/sequence chart that assists with ordering information in time; persuasion map for substantiating a thesis or hypothesis; research topic chart which uses the How? When? What? Where? Why? Who?) which assists in determining the topics significance. • Graphic Organizers: Assist with helping students to organize a logical research sequence (i.e. ISP chart to aid in the identification of Information location, source and page or site). *Information Seeking Strategies:* Determine all possible sources available and select the best: *Application, Knowledge, Analysis* • Student will search web-based subject

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th - 8th Grade	Big Idea: Research The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		• **Librarian** **What is the internet? What is the Web?** **How will I devise my searches? Search strategies?** • **Keyword, subject, title, author, etc.** • **Boolean Searching** • **Domain Searching**	directories, subscription databases and websites • Employ the use of meta-search and search engines. • Evaluate selected sites in accordance with evaluation criteria for web and print. • Apply Boolean Search Strategies *Location and Access:* Intellectually and physically locate sources and information: *Application* • Access digital information using basic, advanced and Boolean search techniques. • Access print information using library infrastructure • Access other forms of information including interviews, audio, etc. *Use of Information:* Engage (e.g. read, listen, view, and touch) to extract relevant information: *Analysis, Evaluation, Synthesis* • Extract information through the use of summarizing, paraphrasing and quoting • Analyzing extracted information for accuracy, relevancy, and comprehensives • Understand and use correct bibliographic formatting (i.e. MLA format) *Synthesis:* From multiple sources extract, organize and present information:

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th - 8th Grade	Big Idea: Research The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Comprehension, Synthesis • Review and reflect on information and conclusions • Organize information through the use of outlines, etc. • Create and develop new information based on findings. • Select presentation format that will reflect the scope of the work and best communicate to the selected audience. *Evaluation:* Judging the process and product: • Students will assist in *defining the criteria* that will be used to judge their performance and how to apply the criteria to their own work through the use of a rubric. • Self-evaluation, peer evaluation and instructor evaluation via comparisons that show similarities, differences and goal-achievement based on the rubric. *Knowledge, Evaluation* <u>Searching the World Wide Web</u> *Define the Web:* Comprehend, at a basic level, the scope of the web, its reach and its multi-purpose uses (i.e. information, social networking, and publishing). *Comprehension* *Web Directories:* Become familiar with Directories, how they are developed and set up (i.e. by individual persons). Students will evaluate several

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th - 8th Grade	Big Idea: Research The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			directories using the criteria listed below: *Analysis, Evaluation* • Scope/Level • How selective is the resource? Are sites ranked, reviewed or annotated? • Who does the selecting? • How large is the directory? • A sample question (that illustrates the type of information classified by the site) *Search Engines:* Understand the function of search engines, the different types available, how they work, and how to select one that suits research needs. *Comprehension* *Search Techniques:* Understand the different ways to search the internet. *Application, Comprehension, Synthesis,* • Boolean searching with operators • Field searching (i.e. domain, title, etc.) • Meta-searching • Using search templates (i.e. advanced searching) • Refining search results *Searching Pitfalls:* Awareness of the potential problems in creating a web search:

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th - 8th Grade	Big Idea: Research The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Comprehension • Incorrect spelling/typo • Poorly described or conceptualize topic – the importance of knowing what you are not looking for. • Search is too general (not focused) or too specific. • Syntax and search engine are not compatible. Instructional Materials and Resources: The Big Six www.big6.com/kids/ Big6 Resources http://nb.wsd.wednet.edu/big6/big6_resources.htm#resources Purdue University's Online Writing Lab http://owl.english.purdue.edu/ Databases, Electronic Books Card Catalog Internet General and specific encyclopedias Dictionary, Atlas, Almanac Charts, Graphics and Mapping Tools Books Newspapers, Periodicals Microsoft Office Tools (i.e. PowerPoint, Word, etc.) Smart boards, Proxima, Screen, Overhead projector

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th - 8th Grade	Big Idea: Research The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Big Six Research Process Website and Print Evaluation Criteria ALA Information Power Monroe Township Public Library Jamesburg Public Library Internet Public Library KidsClick Librarian's Internet Index BUBL Information Service http://bubl.ac.uk/ United Streaming Noodle Tools Kathy Schrock's Guide for Educators http://school.discovery.com/schrockguide/ Other Activities: Scavenger Hunt Webquests Presentations Demonstrations Lecture Research Papers Research Projects Video and Audio Recordings Assessment: Observation Self and Peer Evaluations

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th - 8th Grade	Big Idea: Research The student will be able to access information effectively and efficiently	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Feedback from content area teachers Database and Circulation Statistics Presentations Demonstrations Tools: Computers Internet / Web Websites Reference materials: Databases, encyclopedias, books, journals, etc. Office programs: Word, Publisher, PowerPoint, etc. Projectors Screens

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **6^{th} – 8^{th}**	**Big Idea:** **Research** **Evaluate information and the research process**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	1.2.1 Determine accuracy, relevance, and comprehensiveness. 1.2.2 Distinguish among fact, point of view, and opinion. 1.2.3 Identifiy inacurrate and misleading information. 1.2.4 Select information appropriate to the problem or question at hand. 3.1.5G.6, 3.1.6G.5, 3.1.7G.2 – 3, 3.1.8G.1, 3.1.8H.4, 3.2.8D.1, 3.2.8D.6, 3.3.8A.1 3.4.8A.2, 3.5.6A.5, 3.5.6A.8, 3.5.6B.1 & 3, 3.5.6B.1, 3.5.6B.5, 3.5.7A.1, 3 – 4; 3.5.7B.1 ,2, 4, 5; 3.5.8A.4; 3.5.8B.2 & 5, 3.5.8C.1 6.1.8A.2 – 3 8.1.8B.7 9.2.8A.4	How do I determine whether or not the information is useful to my topic? • Revisit the stage that you are at, within the "Big Six" process • Judge the information product (i.e. Does the information answer my questions about the topic?) • Evaluate which information format is more useful (e.g. print versus electronic, etc.) • On-going self reflection • Identify audience • Identifying points of view • Analyze information within its context (e.g. print versus television, photos, etc.) and interpret How do I determine whether my information is valid? (i.e. print, electronic, internet, etc.) • Currency • Objectivity • Coverage • Accuracy • Authority How do I recognize biased information? How will I recognize misuse of information? How will I recognize information that promotes propaganda? Authenticate	Learning Activities: **Criteria for Analyzing All Information Sources** http://www.library.cornell.edu/olinuris/ref/research/skill26.htm#LinkAuthor (http://usinfo.state.gov/media/misinformation.html) (http://www.library.jhu.edu/researchhelp/general/evaluating/counterfeit.html) *Analyzing and Reviewing Sources:* Have you checked for professional reviews on your selected research materials in order to determine whether or not other more valuable sources exist? (i.e. book reviews, etc.) Do the reviews consider the information valuable? Are other sources identified by the reviews? *Analysis* *Defining Types of Misinformation*: Propaganda, bias, etc. Are several points of view identified? Is the information represented by facts or studies? Is it emotion free, free of ads, etc.? Does the author's point of view clearly correlate with the evidence that is presented throughout the available research? Is enough factual information provided to allow a researcher to make a decision or come to some conclusion? Demonstrate examples of misinformation using examples from conspiracy theories, urban legends. (e.g. http://www.dhmo.org/) *Comprehension, Knowledge*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research Evaluate information and the research process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		information by determining the: • authority • accuracy • objectivity • currency • coverage • value • purpose of the information	*Defining Coverage:* Does the information consulted cover the topic extensively or marginally? Is more information needed? Are both primary and secondary sources of information represented? *Analysis* *Determining Authorship:* Identify responsibility by determining authorship and credentials. What is the author's educational background and overall experience with the subject? Is the author cited by other experts in the field of interest? Who or what organization is the author affiliated with? Are these entities reputable? Is their mission or philosophy ethical, etc.? Demonstrate the "Who Is" feature for websites. (http://www.networksolutions.com/cgi-bin/whois/whois) Determine whether the posted or written information is authored by an expert in the field. *Comprehension, Analysis* *Identifying Publication Date:* When was the information published? Is the information dated? Has it been superseded by new discoveries or findings in the field? New editions published? *Comprehension, Analysis* *Identifying Publisher and its Audience:* Is the publisher of the material noted for publications in your specific area of research? Is it scholarly (e.g. University publications, etc.). Is information too general and elementary? Who is it geared to?

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research Evaluate information and the research process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Comprehension, Analysis *Identifying Scholarly Sources versus Popular Sources:* Is the material concerned with research and academic studies or is it primarily concerned more with people preferences? *Comprehension, Analysis* *Criteria Specific to Analyzing Web Sources http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html *Understanding and Identifying the URL*: What domain is the page from (e.g. .gov, .com, .net, .mil, .edu)? Is the page a personal page identified by the ~ (tilde symbol)? Does the URL identify the publisher (e.g. www.monroe.k12.nj.us)? *Comprehension* *Scanning the Page:* Who or what organization is posting the page? Do you know? Does the webpage tell the user about their philosophy or mission? Is there a History page that tells "About Us?" Did you truncate back the URL? *Analysis, Evaluation* *Determining the Author:* Do you know who is writing the actual article of information? The website sponsor and the writer are not always one and the same. Anonymous information is useless information. *Analysis, Evaluation*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research Evaluate information and the research process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Determining Currency: Are your information needs time-sensitive and/or dynamic? Is the information dated? Undated facts are useless. *Analysis, Evaluation* *Determining Link Properties:* Does the site provide useful links? Do the links work? Do other sites link to the site in question? Who is linking to the webpage in question? Is it linked to any well known directories? What do others say about the site? *Analysis, Evaluation* *Determining Navigability:* Is the site user-friendly? Is the information well-organized? *Analysis, Evaluation* *Determining Validity:* Evaluate the overall website in terms of its content, design, author, links, etc. *Analysis, Evaluation* *Must use these website evaluation criteria in conjunction with the "All Information" criteria. Instructional Materials and Resources: The Big Six www.big6.com/kids/ Big6 Resources

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research Evaluate information and the research process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			http://nb.wsd.wednet.edu/big6/big6_resources.htm#resources Purdue University's Online Writing Lab http://owl.english.purdue.edu/ Databases, Electronic Books Card Catalog Internet General and specific encyclopedias Dictionary, Atlas, Almanac Books Newspapers, Periodicals Microsoft Office Tools (i.e. PowerPoint, Word, etc.) Smartboards, Proxima, Screen, Overhead projector Big Six Research Process Website and Print Evaluation Criteria ALA Information Power Monroe Township Public Library Jamesburg Public Library Internet Public Library KidsClick Librarian's Internet Index BUBL Information Service http://bubl.ac.uk/ United Streaming Noodle Tools Kathy Schrock's Guide for Educators

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research Evaluate information and the research process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			http://school.discovery.com/schrockguide/ Other Activities: Scavenger Hunt Webquest Presentations Demonstrations Lecture Research Papers Research Projects Video and Audio Recordings Assessment: Observation Feedback from content area teachers Database and Circulation Statistics Presentations Demonstrations Tools: Computers Internet / Web Websites Reference materials: databases, encyclopedias, books, journals, etc. Office programs: Word, Publisher, PowerPoint, etc. Projectors Screens

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research Evaluate information and the research process	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **6th – 8th**	**Big Idea: Research** **The student will be able to use information effectively and creatively.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	1.3.1 Apply information in critical thinking and problem solving 1.3.2 Integrate new information into one's own knowledge 1.3.3 Organize information for practical appplication 1.3.4 Produce and communicate information and ideas into appropriate formats 1.3.5 Share knowledge and information with others 1.3.6 Respect others' ideas and backgrounds and acknowledge their contributions 1.3.7 Collaborate with others, both in person and through technologies, to identify information problems and to seek their solutions 1.3.8 Assess the quality of the process and products of personal information seeking. 1.3.9 Devise strategies for revising, improving, and updating self generated knowledge. CPI's: 3.1.6H.2 – 5, 3.1.12G.1, 3.2.6D.2, 3.2.6D.7, 3.2.7A.3, 3.2.7B.3, 3.2.7D.7, 3.2.7D.11, 3.2.8B.3,	How should the information be organized so that it clearly communicates its intent? • Support teacher direction • Outlining • Taking Notes • Recording sources • Citing • Scope of work (Is there enough information provided to facilitate understanding?) How will working collaboratively help me to find the information that I need to develop my research or solve a problem? What is the best way to present the information so that my ideas are communicated clearly? What available and reliable current sources have been used? What varieties of sources and formats have been used? • Print • Maps • Databases • Web sources • Graphs, Timelines, Tables, Charts • Photos	<u>Organizing the Project: note-taking, outlining, and citing :</u> *Browse topic:* familiarize oneself with the topic and its issues. *Knowledge* *Evaluate Information:* Contrast and compare gathered information to identify emerging patterns. *Analysis, Knowledge* *Identify Purpose of Project:* Identify the thesis statement or the goal of the project. In essence "What you believe or intend to prove?" or identify the goal of the project. *Comprehension, Knowledge* *Create Project Timeline:* Consider teacher requirements, due date, other academic obligations, and library access both in and out of school. *Synthesis* *Develop a Thesis Statement:* This will be done by reading, free writing, questioning and brainstorming. • What is the purpose of the assignment? • What is the focus of my topic? • What do I know about the topic? • What would I like to learn about the topic?

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **6th – 8th**	**Big Idea:** **Research** **The student will be able to use information effectively and creatively.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	3.3.6B.6, 3.3.7B.4, 8.1.8B.8	• Interview or primary accounts Which computer applications will be most effective for me to use during the research process? • Word processing • Graphics programs • Web programs • Spreadsheet programs • PowerPoint • Others	• Where could I find additional information and opinions? *Synthesis* *Evaluate and Assess Thesis Statement:* ask the following questions: • Does the thesis ask the reader how or why? • Would the reader be interested? • Is my thesis vague or general? • Does it pass the So What, or Who Cares test? • Does it pass the How or Why test? *Evaluation* *Locate Support Resources*: Access information that specifically supports the thesis statement. • Scholarly vs. general • Print vs. electronic • Primary vs. secondary • Proprietary online information vs. free web resources • Public vs. Academic vs. School Libraries *Application, Knowledge* *Develop Research Outline:* Evaluate information and develop research paper outline by identifying the main idea of the paper and each supporting

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research The student will be able to use information effectively and creatively.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			idea. Outline must follow the following form: • Main Ideas take Roman Numerals • Sub points under each main idea take capital letters and are indented • Sub points under the capital letters, if any, take italic numbers and are further indented. • If there is a Roman Numeral I there has to be a II; if there is an A there has to be a B; if there is a 1, there has to be a 2, and so forth. Example: I. MAIN IDEA A. Sub point or supporting idea to Main Idea. B. Sub point or supporting idea to Main Idea. 1. Sub point or supporting idea to B. 2. Sub point or supporting idea to B. a) Sub point or supporting idea to 2. b) Sub point or supporting idea to 2. II. MAIN IDEA A. Sub point or supporting idea to Main Idea III. MAIN IDEA B. Sub point or supporting idea to Main Idea *Evaluation, Synthesis* *Note-taking:* Extract information and ideas from sources. Each note or note card must cite its source and should contain only one main idea or

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research The student will be able to use information effectively and creatively.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			supporting fact. • Organize Note Cards according to Main Idea. *Synthesis* *Works cited / Bibliography:* • Use MLA (Modern Language Association) Format. Demonstrate the use of citing internally and works cited in accordance with MLA. *Application* *Write research paper:* • Utilize note cards. • New paragraph for each new idea presented. • Cite internally, all information that is not common knowledge (to avoid plagiarism). *Application, Comprehension, Knowledge, Analysis, Evaluation, Synthesis* *Format and Present:* Determine format needed to convey the information in the most effective and efficient manner. Consider the following: • Audience • Time constraints • Available technology (e.g. PowerPoint, Word, film, television, audio, photography, poster board, etc.) • Venue *Synthesis, Application* **and** Presenting to an audience by considering the

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Research The student will be able to use information effectively and creatively.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			following: • Audience's knowledge base of the topic • Ability level • Time constraints • Questions and answers • Teacher, peer and self-evaluation

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Ethics Goal 1: The student will be able to practice ethical behavior in regard to information and information technology	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	2.1.1 Respect the principles of intellectual freedom. 2.1.2 Respect intellectual property rights. 2.1.3 Use information technology responsibly. CPI's: 3.2.6B.8, 3.2.6D.7, 3.2.8B.3, 3.2.12D.4 8.1.4B.2 - 3, 8.1.8B.2 - 5	Why do I need to cite my sources? What information is needed in order to properly cite sources? • MLA • Other formatting styles What are "Intellectual Property Rights?" What are Copyright and Trademark laws and why are they important? • Define • Use of Copyrighted material • Fair Use • Public Domain What is plagiarism? • Define • Consequences • Avoidance What is my responsibility as an internet user? • Acceptable use policy • Academic networking versus social networking • Blogging • E-mail • Posting	Internet Etiquette (Netiquette): *Defining "Internet Etiquette" :* What it is and what it isn't: • Respect of others' personal space • What to share and not to share (web is an open source of information) • Identity sharing • Cyber bullying: Threats, rumor mills and general victimization and what to do about it • Preliminary research of information before posting a question • Use of capitals when writing • Sending large attachments • Brevity • Credit and/or copyright • Clear subject descriptors • Spoofing, spamming and flaming (wars versus bandwidth misuse) • Return address information • Chain letters • Acronym use *Comprehension, Knowledge*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Ethics Goal 1: The student will be able to practice ethical behavior in regard to information and information technology	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Plagiarism: *Define Plagiarism:* Identify and discuss. *Avoiding Plagiarism:* Identify key factors for avoiding plagiarism during the research process? • Did I misrepresent someone else's ideas as my own? • Did I copy word for word? • Did I paraphrase? • Did I cite my sources? • Did I cite internally? • Did I use quotations? • Did I use a paper written by someone else? • Did I use a paper that I previously wrote for another class? • Did I create a false citation? • Did I give my paper to someone else? • Have I acknowledged all facts and ideas? • Did I properly acknowledge copyrights? • Are my citations clear and accessible? *Comprehension, Knowledge*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Ethics Goal 1: The student will be able to practice ethical behavior in regard to information and information technology	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Copyright (www.**copyright**.gov): *Understanding the basic concepts:* How to avoid infringement (i.e. citing for credit, etc.). • United States (title 17, U. S. Code) • Section 106 of the 1976 Copyright Act and Fair Use (http://www.copyright.gov/fls/fl102.html) • Legal consequences • Citing (MLA Style Manual as it applies to internal citations, works cited, etc.) *Comprehension, Application* Noodle Tools U.S. Copyright Laws (www.**copyright**.gov) Plagiarism Citing

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **6th – 8th**	**Big Idea: Ethics** Goal 2: **The student will be able to recognize the importance of information to a democratic society.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	2.2.1 Seek information from diverse sources, contexts, disciplines and cultures. 2.2.2 Respect the principle of equitable access to information. CPI's: 3.1.6G.6, 3.5.12A.2 8.1.12B.4, 8.1.4B.2, 8.1.4B.3, 8.1.8B.2, 8.1.8B.3, 8.1.8B.4, 8.1.8B.5	Why is it important to maintain libraries? Access? • Promotes intellectual/academic freedom • Provides equal opportunity to all • Provides life-long learning How do libraries promote the Freedom of Ideas? • Cultural diversity (e.g. social, economic, etc.) • Generational ideas and archives • Different points of view and opinions • First Amendment rights • Freedom to Read/ Right to Privacy (Patriot Act) How do libraries promote Freedom of Expression? • Art • Literature • Politics • Society • Fiction • Biography • Religion • Etc.	Freedom of Information: *Libraries in a Democracy*: Making the connection between Libraries and the ideals in a democracy. • ALA Information Power • First Amendment Rights • American Library Association (ALA) • New Jersey Association of School Librarians (NJASL) • Freedom to read and write (e.g. banning versus open access) • Diversity of views and expression • U.S. PATRIOT ACT • Technologies (e.g. blogging , wikis, E-mail, etc.) • History of Libraries (e.g. Founding Fathers and libraries, libraries in a social context, etc.) • Literary challenges and selection *Comprehension, Knowledge, Application, Analysis, Evaluation, Synthesis*

Suggested days of Instruction	**Curriculum Management System** **Grade Level/Subject:** **6th – 8th**	**Big Idea:** **Literature** Goal 1: **The student will be able to appreciate and enjoy literature and other creative expressions of information.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	3.1.1 Demonstrate competency and self-motivation as a reader. 3.1.2 Develop criteria for self-selection of personal literature. 3.1.3 Recognize and appreciate various genres. 3.1.4 Respond appropriately to reading and listening experiences. 3.1.5 Develop skills that nurture life-long reading. 3.1.6 Develop literary critiquing skills. CPI's: 3.1.6D.3, 3.1.6E.1-2, 3.1.6G.2, 7, 3.1.6G.11-17, 3.1.6H.7, 3.1.7G.4-7, 3.1.7G.10-13, 3.1.8D.2-3, 3.1.8F.1, 3.1.8G.3, 6-7, 3.1.8H.2, 5	How can I tell if a book is appropriate for me? • I am interested in the topic. • The author's style / syntax does not compromise my understanding of the content in any way. • The vocabulary is neither too difficult nor too simple. What resources and strategies are available to help me make appropriate literary selections? • Locate literature resources that will assist me with literature selections (i.e. librarian, other readers, teachers, peers, journal/news articles, etc.). • Attend book discussions, author visits and/or programs that are intended to address literature appreciation (i.e. literature blogs, book clubs, literature list serves, classes, etc.). How do I know what reading strategies to use for a book that I have selected? • I am familiar with the author and his or her style. • I am reading the book for hobby purposes, curiosity/interest, recreational, or educational purposes (i.e. book report, research, test, etc.). • I am comfortable with the level of the vocabulary. How do literature connections help me in relating to	Identify personal preferences by conducting a *Reading Interest Survey* that will: • Identify areas of interest (sports, science, animals, poetry, music, crafts, etc.). • Identify reading strengths and weakness • Identify areas that you know a lot about and areas that you would like to know more about. • Consult librarian or library sites, teacher or peers. *Comprehension, Knowledge* Discuss and identify literary resources and their uses: • Librarian or other library services • Online catalog • Literary reviews • Book lists/ book sources • Book list servs, websites or blogs. • Book Awards (Newbery, Printz, Alex, Pulitzer, Nobel, etc.) • Publisher and/or Author sites. *Comprehension, Knowledge* Determine whether a book is a good match for a reader by assessing readability, interest and purpose through the completion of a **checklist** that targets

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Literature Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		the world around me? • The title offers perspective and/ or valuable learning lessons. • The title provides a worldly view of a particular place, people and/ or time. What literary genres am I familiar with? • Fiction (Adventure, Romance, Historical, Fantasy, Mystery, Realistic, Science Fiction, Romance, Horror, etc.) • Non-Fiction (biographies, reference, etc.)	these areas: • Are there more than five words on a page that are unfamiliar? • After two to three chapters or sections is the story coming together or is it still a mystery? • Are you losing interest because of the reading difficulty and the need to significantly slow down? • Is the reading choppy or smooth? • Does the author's style overpower your ability to comprehend? • Is the topic or story interesting to you? • Are you a diverse reader? • Are you ready to challenge your abilities? • Why did you choose this selection or what is your purpose for choosing (e.g. recreational, assignment, information driven, book club, etc.) • Have you read any reviews? • Have you browsed the book (i.e. summary or blurb, table of contents, index, illustrations, etc.)? *Comprehension, Knowledge, Application, Evaluation* Identify the reading strategies that are needed. • Identify your purpose for reading the title (e.g. book report, pleasure, book club, supporting information, etc.)

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Literature Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			• Use active reading strategies (i.e. note-taking, sticky notes, annotating, blogging, discussion, etc.) *Comprehension, Knowledge* Understand that Literature Connections to the readers' world promotes empathy, familiarity with other cultures and broadens the reader's perspective. • Identify characters of diverse backgrounds and situations. • Identify theme-based problems with real world issues. • Experience and explore different cultures and geography that the story discusses. • Listen and share ideas with others. • Explore new ideas and solutions to problems. *Comprehension, Knowledge* Identify and discuss the different types of books (fiction and non-fiction) and the different fiction genres (historical, science, realistic, horror, mystery, romance, fantasy, etc.) *Comprehension, Knowledge, Application* Review and Booklist Sources New York Times Book Review www.nytimes.com/pages/books/ ALA's Young Adult Library Services Association

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Literature Goal 1: The student will be able to appreciate and enjoy literature and other creative expressions of information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			(YALSA) www.ala.org/yalsa Children's Book Council www.cbcbooks.org/ School Library Journal Horn Book Library Media Connections Bookmark Follett's Titlewave Reviews Scholastic Book Club Book Reporter www.bookreporter.com, Reading Group Guides www.readinggroupguides.com, Teenreads.com www.teenreads.com, Kidsreads.com www.kidsreads.com Authors On The Web www.authorsontheweb.com One Book New Jersey www.onebooknewjersey.org

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Literature Goal 2: The student will be able to evaluate and critique literature.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	3.2.1 Identify scholarly resources that will provide insight into a literary piece, including its historical context. 3.2.2 Identify the literary elements that distinguish the piece and the writer. 3.2.3 Identify information and theories that support a hypothesis or a stated position about a piece of literature. 3.1.6G.1-18, 3.1.6H.1-7, **3.1.7 G.1-17, 3.7.1H.1-5,3.1.8.G.1-15, 3.1.8.H.1-5,**	Where do I find literary criticisms that will provide information to assist in addressing the following: • Identifying the author in terms of their literary place historically and according to their literary style. • Locating information that reflects the time period and style of the author. • Reviews appropriate for my purpose (e.g. professional, scholarly, commercial, peers, etc.) • Collecting, analyzing and comparing scholarly and popular criticisms of the work and author. • Discussing the book with others via book talks, book clubs, blogging, list serves, etc. What outside and inside elements influence an author's writing? • Author's biographical information and motivation. • The historical time period of that piece (i.e. What events were taking place?). Who was in power? etc., and whether or not it had an impact on the society). • The author's writing techniques and use of specific literary elements. • Other creative influences that are evident in this piece (e.g. Mark Twain's influence on Willa Cather, Dostoevsky's influence on writers	Select and locate biographical and historical resources: • Encyclopedias • Author websites • Author biographies and autobiographies • Author Reference Series (e.g. Junior Book of Authors, Contemporary Author Series, etc.) • Geographical, political, social and economic resources *Application, Knowledge* Select and locate scholarly criticism resources: • Print and online criticism series for short stories, novels and poetry (e.g. Contemporary Literature Criticisms, Novelist, Literature Resource Center, LitFinder, etc.) *Application, Knowledge* Select and locate reviews: • Newspapers • Journals • Online *Application, Knowledge* *Interpreting literature and understanding criticisms* Define the elements of interpretation/criticism, as a means of providing "personal meaning," through the evaluation and analysis of the following:

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th – 8th	Big Idea: Literature Goal 2: The student will be able to evaluate and critique literature.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		like Camus and Sarraute, etc.).	• Social and personal values and experiences • Cultural experiences • Historical experiences • Moral views • Philosophical and psychological views • Other artistic influences *Comprehension, Knowledge, Analysis* Define the purpose of the criticism: • To assist with the interpretation of the text. • To compare two separate criticisms. • To develop our own literary interpretations. • To analyze the style and literary techniques used by the author. *Comprehension, Knowledge, Analysis* Address the validity of an interpretation by: • Using information that supports your interpretations or, • Using your personal views to challenge or refute other interpretations or views. *Comprehension, Knowledge, Analysis*

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th- 8th	Big Idea: Infrastructure Goal 1: The student will be able to navigate the library media center facility to accommodate research and personal needs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
As Needed	4.1.1 Understand the different components that make-up the overall infrasture of a school library. 4.1.2 Distinguish between the different technological tools that are necessary for conducting research on the web (i.e. websites, wikis, blogs, podcasts, etc.) 4.1.3 Identify which technology is best suited for their research problem. 4.1.4 Recognize the difference in content between databases. 4.1.5 Use e-mail to facilitate the transfer of information. 4.1.6 Utilize the library's classification system and online catalog to locate resources. 4.1.7 Utilize appropriate social networks that will enable the research process. CPI's: 8.1.4B.7, 8.1.8A.10, 8.1.8B.6, 8.1.8B.8, 8.1.8B.10, 8.2.8A.1, 8.1.4B.2, 8.1.4B.3, 8.1.8B.4, 8.1.8B.5	What is a search engine and how is it used? What makes search engines different from other internet tools? • Determine the best search engine to use for the project at-hand. • Use the search engine properly (i.e. Boolean searching vs. keyword, etc.) • Exhaust all search strategies to ensure the retrieval of relevant information (i.e. search fields, domains, links, etc.) What is a database? What content can I expect to find in a database? How do I access them? Are they all proprietary? • Determine the best database to use. • Use the database properly (i.e. Boolean searching vs. keyword, etc.) • Exhaust all search strategies to ensure the retrieval of relevant information (i.e. search fields, domains, links, etc.) What do I need to know about social networking for my research, and for my safety? • I am aware that social networking can be academically enlightening or risky. • I am aware that academic information obtained through social networking must be validated through other sources. How does e-mail facilitate my research efforts? • E-mail allows me to maintain contact and share information with my teachers and	Learning Activities: Internet/Web Infrastructure *Search Engines:* Define the term "search engine," how they operate, how they are different and how they are rated. Discuss and identify which search engines are best to use given a specific type of research. *Databases:* Define the term "database," how they operate, how they are rated and how they are different. Discuss and identify which databases are best to use given a specific type of research. Understand that databases draw from different source types: (e.g. reference, research studies, popular, news-related, etc.) Identify best search strategy to use for a particular database. *Comprehension, Knowledge, Application, Evaluation, Analysis* *Social Networks:* Define the term "social networks," how they operate, how they are different and how they are rated (e.g. MySpace, Facebook, YouTube, etc.). Discuss and identify which social networks are best to use given a specific type of research (e.g. blogs, personal websites, wikis, etc.) • The Do's and Don'ts of creating a personal social space on the web. • Using a personal website safely. • Using it for research.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: 6th- 8th	Big Idea: Infrastructure Goal 1: The student will be able to navigate the library media center facility to accommodate research and personal needs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
		peers. Why does my school library maintain a website? How do I use it? • I can locate the school's library website. • I use the website to facilitate shortcuts to databases and other important academic resources. What is the physical arrangement in my school's library? • The Dewey Decimal System is used to organize the school library. • The Dewey Decimal System allows for easy collection browsing. • The Dewey System arranges nonfiction according to subject through the use of assigned numbers. • The school library's collection arranges fiction alphabetically by the author's last name and title. What types of resources does my school library maintain? • Print resources • Electronic resources • Web-based resources How can these resources assist me with my research efforts? • Provide diverse resources • Provide current information	• Wikis, blogs, personal sites, and e-mail. *Comprehension, Knowledge, Application, Evaluation, Analysis* *Email and the school's system:* Demonstrate the use of the district's e-mail system and how it could be useful during the research process. • Saving information (location and tools) • Transferring information in and out of the system. *Application, Knowledge, Comprehension* *Librarian's Website:* Introduce the Library's website, its contents and use during research. *Comprehension, Knowledge* School Library Infrastructure *Dewey System:* Understanding how to find materials within the school library's classification system. • 000- General • 100- Philosophy and Psychology • 200- Religion • 300- Social Sciences

<table>
<tr><td rowspan="3">Suggested days of Instruction</td><td>Curriculum Management System
<u>Grade Level/Subject</u>:
6th- 8th</td><td colspan="2">Big Idea: Infrastructure</td></tr>
<tr><td></td><td colspan="2"><u>Goal 1:</u> The student will be able to navigate the library media center facility to accommodate research and personal needs.</td></tr>
<tr><td>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)

The student will be able to:</td><td>Essential Questions
Sample Conceptual Understandings</td><td>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</td></tr>
<tr><td></td><td></td><td>• Provide valid information
What other resources are available to me outside of my school library?
• Monroe Township Public Library and other public and academic libraries
• Online resources</td><td>• <u>400- Language</u>
• <u>500- Pure Science</u>
• <u>600- Technology</u>
• <u>700- Arts and Recreation</u>
• <u>800- Literature</u>
• <u>900- History, Geography, Biography</u>
Application, Knowledge, Comprehension
<u>Online Catalogue:</u>
Understanding how to search the online catalogue.
• Author, Title, Subject, Keyword
Advanced Search (combining terms).
• Boolean Search Strategies
Application, Knowledge, Comprehension
<u>Other Infrastructure Resources:</u>
• Periodicals
• Newspapers
• DVD's
• Audio
• Public Library
• Online Services (Jersey Clicks, and QandANJ)
• QandANJ http://www.qandanj
• Jersey Clicks http://www.jerseyclicks.com</td></tr>
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6 School Library Media Program
Grades 6-8

COURSE BENCHMARKS

20. The student will be able to navigate the library media center facility to accommodate research and personal needs.
21. The student will be able to practice ethical behavior in regard to information and information technology.
22. The student will be able to recognize the importance of information to a democratic society.
23. The student will be able to access information effectively and efficiently.
24. The student will be able to evaluate information and the research process.
25. The student will be able to use information effectively and creatively.
26. The student will be able to appreciate and enjoy literature and other creative expressions of information.
27. The student will be able to evaluate and critique literature.