MENDHAM TOWNSHIP ELEMENTARY SCHOOL

Technology Curriculum K-4

2014 Revised 2018

Introduction

Technology has transformed learning. For the students at Mendham Township Elementary School, this is a year to learn, explore and customize newly developed and purchased products and services. The MTES Technology Curriculum is designed not only to foster critical thinking communication and collaboration, but also will act as an avenue for our students to express creativity and innovation. New Jersey's newly adopted Technology Content Standards are designed to provide students the opportunity to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration.

The goal of new technology standards is to integrate the use of technology across the curriculum. MTES shares this vision. Computer classes will no longer be a standalone special. The goal is to integrate core subject matter and projects into student's weekly computer classes. Grade level teams will work closely with the technology teacher to design and align technology activities and projects with core subject matter and standards.

Basic computer skills will be introduced in Kindergarten and Pre K. As students progress through their time at MTES those skills will continually be developed and individualized. These skills will be used to meet and exceed state and national academic standards, solve real world problems and synthesize and create new knowledge to help make informed decisions. In addition collaboration and communication with others, both local and global will challenge our students to experience different technologies, cultures and thinking.

Mendham Township Elementary School Technology Curriculum

Kindergarten Unit 1:

Content Area	Technology
	evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Strand	A. Technology Operations and Concepts

Essential Questions	Skills	NJSLS	Assessment	Resources
What Knowledge of	Use basic Computer	8.1.P.A.1	Anecdotal	Computers with internet
operations and related	vocabulary in daily	8.1.P.A.2	records,	connections.
applications is a student	practice.	8.1.P.A.3	teacher	
required to have in order to begin the appropriate use of	Identifying the major	8.1.P.A.4 8.1.P.A.5	observation	Teacher Made Worksheets
digital tools.	Parts of a computer.	8.1.P.A.6	Daily objective	Worksneets
digital tools.	Tarts of a computer.	8.1.P.A.7	checklist	Various age appropriate
	Use input and output			software.
	devices appropriately.		Labeling	
			Worksheets	Free interactive
	begin using the home			websites.
	row Keyboarding skills.		Teacher Observation	Paid online
	SKIIIS.		Observation	subscriptions
	Accessing Different		Informal Q &A	Gabotipuone
	programs and			
	features using a		Typing	Google Accounts
	mouse and keyboard.		progress	
	T		reports	Type to Learn 4
	Turning Computers on and off.		Student	
	and on.		Portfolios to	
	Accessing Printers to		track yearly	
	print documents.		progress from	
			grade to	
	Use Graphic		grade.	
	organizing software to			
	plan a story.			
	Introduce Microsoft Word			

Kindergarten Unit 2:

Content Area	Technology
Standard	 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.B. Technology Operations and Concepts 8.1.C. Communication and Collaboration 8.2.A. Nature of Technology: Creativity and Innovation 8.2.B. Design: Critical Thinking, Problem Solving, and Decision-Making

Essential Questions	Skills	NJSLS	Assessment	Resources
How does the use of digital tools and media-rich resources enhance creativity	Use a digital camera to take a picture.	8.1.P.B.1 8.1.P.C.1 8.1.P.C.2	Anecdotal records, teacher	Computers with internet connections.
and the construction of knowledge?	Illustrate and communicate original	8.2.2.A.1 8.2.2.B.1	observation.	Teacher Made Worksheets
	ideas and stories using digital tools and	8.2.2.B.2	Daily objective	Various age appropriate
In what ways do Digital tools and environments support	media-rich resources.		checklist	software.
the learning process and foster collaboration in	Use a graphic organizer to plan a		Completed graphic	free interactive websites.
solving local or global issues and problems?	story.		organizers	paid online subscriptions
	Use appropriate software to create an		Completed and printed	Google Accounts
In what ways do technology products and systems	original story.		Word documents	Type to Learn 4
impact every aspect of the world in which we live?	Use Microsoft Word to type a short original		Core subject	
	story.		area subject integration	
	Using age appropriate software and		assignments	
	hardware to integrate technology into		Scoring rubrics	
	students daily learning experiences.			
	-Operate frequently used, high-quality,			
	interactive games or activities in either			
	screen or toy-based formats.			

Kindergarten Unit 3

Content Area	Technology
Standard	 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.D. Design: Critical Thinking, Problem Solving, and Decision-Making 8.1.E. Research and Information Literacy 8.1.F. Critical Thinking, Problem Solving, and Decision Making

Essential Questions	Skills	NJSLS	Assessment	Resources
In what ways do Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors? How can a student use digital tools to assists in gathering and managing information? How can using digital tools assist in generating solutions and making decisions?	Model legal and ethical behaviors when using both print and non-print information by citing resources. Use the Internet to explore and investigate information with a teacher's support. Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	8.1.2.D.1 8.1.P.E.1 8.1.P.F.1	Anecdotal records, teacher observation. Daily objective checklist Age appropriate web quests	Computers with internet connections. Teacher Made Worksheets Various age appropriate software. Free interactive websites. Online subscriptions Google Accounts Type to Learn 4

Mendham Township Elementary School Technology Curriculum First Grade Unit 1

Content Area	Technology
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Strand	8.1.A. Technology Operations and Concepts B. Creativity and Innovation

Essential Questions	Skills	NJSLS	Assessment	Resources
What Knowledge of operations and related applications is a student required to have in order to begin the appropriate use of digital tools. How does the use of digital tools and media-rich resources enhance creativity and the construction of knowledge?	Use technology terms in daily practice. Create a document with text, pictures and other age appropriate formatting options using a word processing program Demonstrate the ability to navigate in virtual environments that are developmentally appropriate. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. Practice Touch Typing	8.1.2.A.2 8.1.2.A.3 8.1.2.A.5 8.1.2.B.1	Anecdotal records, teacher observation. Daily objective checklist completed graphic organizers completed and printed Word documents core subject area assignments integrated into computer classes scoring rubrics	Computers with internet connections. Teacher Made Worksheets Various age appropriate software. free interactive websites. paid online subscriptions Type To Learn 4 Google Accounts Google Apps for education

First Grade Unit 2

Content	Technology
Area	
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Strand	8.1.C. Communication and Collaboration 8.1.D. Digital Citizenship 8.1.E. Research and Information

Essential Questions	Skills	NJSLS	Assessment	Resources
In what ways do Digital tools and environments support	Use technology Terms in Daily practice.	8.1.P.C.2 8.1.2.C.1 8.1.2.D.1	Anecdotal records, teacher	Computers with internet connections.
the learning process and foster collaboration in	Access materials on	8.1.2.E.1	observation.	Teacher Made Worksheets
solving local or global issues and problems?	external and internal storage devises. ie. CD's, flash Drive, hard		Daily objective checklist	Various age appropriate software.
In what ways do Technological advancements create	drives. Create a document		core subject	free interactive websites.
societal concerns regarding the practice of safe, legal,	with text, pictures and other age appropriate		assignments integrated	paid online subscriptions
and ethical behaviors? What are effective uses of	formatting options using a word processing program.		into computer classes	Google Accounts Type to Learn 4
digital tools that will assist in gathering and managing information?	Saving information in appropriate areas.		Internet etiquette checklist.	Age appropriate video Conferences with other
In what ways do technology	Engage in a variety of		oriconiist.	children or professionals.
products and systems impact every aspect of the world in which we live?	developmentally appropriate learning activities with students In other classes, schools, or countries using electronic tools.			
	Model legal and ethical behaviors when using both print and non-print information by citing resources.			
	Use Digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.			

First Grade Unit 3

Content Area	Technology
Standard	 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.F. Critical Thinking, Problem Solving, and Decision Making 8.2.A. Nature of Technology: Creativity and Innovation 8.2.B. Design: Critical Thinking, Problem Solving, and Decision Making

Essential Questions	Skills	NJSLS	Assessment	Resources
How can students access information using digital tools to assist in generating solutions and making decisions? How do the use of Technology products and systems impact every aspect of the world in which we live? How does the design process help students solve problems.	Navigate the basic features of a browser independently Be able to type 4 words per minute. Begin to be able to describe how technology products, systems, and resources are useful at school. Brainstorm and devise a plan to repair a broken toy or tool using the design process.	8.1.P.F.1 8.2.2.A.1 8.2.2.B.1	Anecdotal records, teacher observation. Daily objective checklist core subject area assignments integrated into computer classes Internet etiquette checklist. Teacher generated problem solving web quest.	Computers with internet connections. Teacher Made Worksheets Various age appropriate software. free interactive websites. paid online subscriptions Age appropriate video Conferences with other children or professionals. Google Accounts Google Apps for education Type to learn 4

Mendham Township Elementary School Technology Curriculum Second Grade Unit 1:

Content Area	Technology					
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.					
Strand	8.1.A. Technology Operations and Concepts 8.1.B. Creativity and Innovation 8.1.D. Digital Citizenship 8.2.A. Nature of Technology: Creativity and Innovation 8.2.B. Design: Critical Thinking, Problem Solving, and Decision-Making 8.2.C. Technological Citizenship, Ethics, and Society					
Essential	Questions	Skills	NJSLS	Assessment	Resources	

What Knowledge of	Use basic Computer		Anecdotal	Computers with internet
operations and related	vocabulary in daily	8.1.P.F.1	records,	connections.
applications is a student	practice.	8.2.2.A.1	teacher	
required to have in order to	Be able to type 4	8.2.2.B.1	observation.	Teacher Made
begin	words per minute.			Worksheets
the appropriate use of digital			Daily	
tools?	Demonstrate the		objective	Various age appropriate
	ability to navigate in		checklist	software.
Llow can using digital tools	virtual environments		Oncomist	Software.
How can using digital tools and media-rich resources	that are		core subject	free interactive websites.
	developmentally		area	life interactive websites.
enhance creativity and the				noid online aubacrintians
construction of knowledge?	appropriate.		assignments	paid online subscriptions
			integrated	
What societal concerns	Create a document		into computer	Age appropriate video
regarding the practice of	with text formatting		classes	Conferences with other
safe, legal and ethical	and graphics using a			children or professionals.
behaviors to technological	word processing		Internet	
advancements create?	program.		etiquette	Google Accounts
			checklist.	
How can using digital tools	Determine the			Type to Learn 4
effectively assist a student in	benefits of a wide		Teacher	Type to Leath 4
	range of digital tools		generated	
gathering and managing	by using them to		problem	
information?	solve problems.			
	solve problems.		solving web	
How do technology products	l		quest.	
and systems impact every	Illustrate and			
aspect of the world in which	communicate original			
we live?	ideas and stories			
	using digital tools and			
What is the design process	media- rich			
and how can it be used to	resources.			
systematically solve a				
problem?	Explain the need for			
	each individual, as a			
	member of the global			
When designing technology	community, to			
systems	practice cyber safety,			
systems				
	cyber security, and			
	cyber ethics using			
	existing and emerging			
	technologies.			
	Lloo digital to alo and			
	Use digital tools and			
	online resources to			
	explore a problem or			
	issue affecting			
	children, and possible			
	solutions.			
	Describe how			
	technology products,			
	systems, and			
	resources are useful			
	at school, home and			
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	work			

Second Grade Unit 2

Content Area	Technology
Standard	 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.A. Technology Operations and Concepts 8.1.D. Digital Citizenship 8.1.E. Research and Information Literacy 8.1.F. Critical Thinking, Problem Solving, and Decision Making 8.2.B. Design: Critical Thinking, Problem Solving, and Decision Making 8.2.D. Research and Information Fluency 8.2.E. Communication and Collaboration

Essential Questions	Skills	NJSLS	Assessment	Resources
What Knowledge of			Anecdotal	Computers with internet
operations and related	Be able to type 6-8	8.1.P.F.1	records,	connections.
applications is a student	words per minute.	8.2.2.A.1	teacher	
required to have in order to		8.2.2.B.1	observation.	Teacher Made
begin the appropriate use of	Create and present a	8.1.2.E.1		Worksheets
digital tools?	simple spreadsheet,	8.1.2.F.1	Daily	
	enter data, and	8.2.4.C.1	objective	Various age appropriate
	interpret the	8.2.2.D.1	checklist	software.
What societal concerns	information.	8.2.2.E.1		
regarding the practice of			core subject	free interactive websites.
safe, legal and ethical			area	., , , , , ,
behaviors to technological	Analyze the need for		assignments	paid online subscriptions
advancements create?	and use of copyrights		integrated	Object to the sales
			into computer	Chromebooks
Haw are a student access			classes	Coogle Assounts
How can a student access			Intornat	Google Accounts
information through the use of digital tools that will assist			Internet etiquette	Google Apps for
them in generating solutions	Use mapping tools to		checklist.	Education
and making decisions?	plan and choose		CHECKIIST.	Ladeation
and making decisions:	alternate routes to and		Teacher	Type to Learn 4
How does information-	from various locations.		generated	Type to Learn 4
literacy skills, research, data	nom various locations.		problem	Age appropriate video
analysis, and prediction			solving web	Conferences with other
provide the basis for the	Collect ant post the		quest.	children or professionals.
effective design of	results of a digital		'	'
technology systems?	classroom survey			
	about a problem or			
In what ways do digital tools	issue and use data to			
facilitate local and global	suggest solutions.			
communication and				
collaboration in designing	Communicate with			
products and systems?	students in the United			
	States or other			
	countries using digital			
	tools to gather			
	information about a			
	specific topic and			
	share results.			

Mendham Township Elementary School Technology Curriculum Third Grade Unit 1

Content	Technology
Area	
Standard	 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.A. Technology Operations and Concepts 8.1.B. Creativity and Innovation 8.1.C. Communication and Collaboration 8.1.D. Digital Citizenship 8.1.E. Research and Information 8.2.A. Nature of Technology: Creativity and Innovation 8.2.B. Design: Critical Thinking, Problem Solving, and Decision-Making 8.2.C. Technological Citizenship, Ethics, and Society 8.2.D. Research and Information Fluency 8.2.E. Communication and Collaboration 8.2.F. Resources for a Technological World 8.2.G.The Designed World

Essential Questions	Skills	NJSLS	Assessment	Resources
What Knowledge of operations and related applications is a student required to have in order to begin the appropriate use of digital tools? What societal concerns regarding the practice of safe, legal and ethical behaviors to technological advancements create? How can a student access information through the use of digital tools that will assist them in generating solutions and making decisions? In what ways do digital tools facilitate local and global communication and collaboration in designing products and systems?	Be able to type 6-8 words per minute. Create and present a simple spreadsheet, enter data, and interpret the information. Analyze the need for and use of copyrights Use mapping tools to plan and choose alternate routes to and from various locations.	8.1.P.F.1 8.2.2.A.1 8.2.2.B.1 8.1.2.E.1 8.1.2.F.1 8.2.4.C.1 8.2.2.D.1 8.2.2.E.1	Assessment Anecdotal records, teacher observation. Daily objective checklist core subject area assignments integrated into computer classes Internet etiquette checklist. Teacher generated problem solving web quest.	Computers with internet connections. Teacher Made Worksheets Various age appropriate software. free interactive websites. paid online subscription Chromebooks Type to Learn 4 Google Accounts Google Apps For education Age appropriate video Conferences with other children or professionals.

Third Grade Unit 2

Content	Technology						
Area							
Standard		echnology: All students					
	evaluate, and synt	hesize information in ord	er to solve pro	blems individual	ly and		
	collaboratively and	to create and communic	ate knowledge	е.			
	8.2 Technology E	ducation, Engineering,	and Design:	All students will d	develop an		
	understanding of the	ne nature and impact of to	echnology, en	aineerina, techno	ological		
		ign, and the designed world, as they relate to the individual, global society, and					
	the environment.			graden, graden aan	, ,		
Strand	8.1.A. Technology Operations and Concepts						
	8.1.E. Research and Information						
	8.1.F. Critical Thinking, Problem Solving, and Decision-Making						
	8.2.A. Nature of Technology: Creativity and Innovation						
	8.2.B. Design: Critical Thinking, Problem Solving, and Decision-Making						
	8.2.D. Research and Information Fluency						
	8.2.D. Research a	na miormation riuenci					
Feeential	│ 8.2.D. Research a Questions	Skills	NJSLS	Assessment	Resources		

operations and related	vocabulary in daily	8.1.P.F.1	records,	connections.
applications is a student	practice.	8.2.2.A.1	teacher	
required to have in order to		8.2.2.B.1	observation.	Teacher Made
begin	Be able to type 8-	8.1.2.E.1	.	Worksheets
the appropriate use of	10 words per	8.1.2.F.1	Daily	Mariana ana anamariata
digital tools?	minute.	8.2.4.C.1	objective	Various age appropriate
How can using digital tools	Create a document	8.2.2.D.1 8.2.2.E.1	checklist	software.
and media-rich resources	with text formatting	0.2.2.	core subject	free interactive
enhance creativity and the	and graphics using a		area	websites.
construction of knowledge?	word processing		assignments	websites.
	program to be used to		integrated	paid online
	construct a		into	subscription
What societal concerns	multimedia		computer	
regarding the practice of	presentation.		classes	Chromebooks
safe, legal and ethical	·			
behaviors to technological	Illustrate and		Internet	Type to Learn 4
advancements create?	communicate original		etiquette	
	ideas and stories		checklist.	Google Accounts
How can using digital tools	using digital tools and			
effectively assist a student in	media- rich		Teacher	Google Apps For
gathering and managing	resources.		generated	education
information?	Francis de anadés		problem	A management at a vida a
	Explain the need for each individual, as a		solving web quest.	Age appropriate video Conferences with other
	member of the global		quest.	children or professionals.
Have do to abrealance	community, to			children of professionals.
How do technology products and systems	practice cyber safety,			
impact every aspect of the	cyber security, and			
world in which we live.	cyber ethics using			
world in which we live.	existing and			
	emerging			
	technologies.			
	Explain the purpose			
	of an acceptable use			
	policy and the			
	consequences of			
	inappropriate use of			
	technology.			
	Model Appropriate			
	online behaviors			
	related to cyber			
	safety, cyber			
	bullying, cyber			
	security, and cyber			
	ethics.			
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Third Grade Unit 3

Content Area	Technology
Standard	8.3 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.4 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.A. Technology Operations and Concepts 8.1.G. Research and Information 8.1.H. Critical Thinking, Problem Solving, and Decision-Making 8.2.C. Nature of Technology: Creativity and Innovation 8.2.D. Design: Critical Thinking, Problem Solving, and Decision-Making 8.2.D. Research and Information Fluency

Essential Questions	Skills	NJSLS	Assessment	Resources
What Knowledge of operations and related applications is a student required to have in order to begin the appropriate use of digital tools?	Use basic Computer vocabulary in daily practice. Be able to type 10-14 words per minute. Determine the benefits of a wide range of digital tools by using them to solve	8.1.4.A.5 8.1.4.E.1 8.1.4.F.1 8.2.4.A.2 8.2.4.B.2 8.2.4.B.3 8.2.4.D.1	Anecdotal records, teacher observation Daily objective checklist Teacher Observation	Computers with internet connections. Teacher Made Worksheets Various age appropriate software.
How can using digital tools effectively assist a student in gathering and managing information? How can information accessed through the use of digital tools assist students in generating solutions and making decisions?	problems. Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.		Informal Q &A Typing progress reports Student Portfolios to track yearly progress from grade to grade.	Free interactive websites. Paid online Subscriptions Google Acocunts Apps for education Type to Learn 4
In what ways does technology products and systems impact every aspect of the world in which we live?	Investigate factors that influence the development and function of technology products and systems.			
How can a students use the design process to systematically solve a problem?	Design an alternative use for an existing product. Explain the positive and negative effects of products and systems on humans, other species, and the environment.			
In what ways does information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems?	Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.			

Mendham Township Elementary School Technology Curriculum Fourth Grade Unit 1

Essential Questions	Skills	NJSLS	Assessment	Resources
What Knowledge of technology and digital tools is required in order to appropriately and effectively use operations and related applications in order to solve problems?	Be able to type 14-20 words per minute using the correct keyboarding skills. Determine the benefits of a wide range of digital tools by using them to solve problems.	8.1.4.A.5 8.1.4.B.1 8.1.4.C.1 8.1.8.D.2 8.1.4.E.2 8.2.4.A.2 8.2.4.B.4	Anecdotal records, teacher observation. Daily objective checklist Scoring Rubrics	Computers with internet connections. Teacher Made Worksheets Various age appropriate software. Free interactive websites.
How can using digital tools and media-rich resources enhance creativity and the construction of knowledge?	Produce a media-rich digital story about significant local events issues or history based on first person interviews.		Typing Tests	Online subscriptions Google Accounts Google Apps for education Chromebooks
How can students use digital tools to assist them in gathering and managing information?	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.			
What societal concerns regarding the practice of safe, legal, and ethical behaviors do technological advancements create?	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.			
How can using digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	Engage in online discussions with learners in the United States or from other countries to understand their perspectives on global problems or issues.			

Fourth Grade Unit 2

Content Area	Technology
Standard	 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. 8.2 Technology Education, Engineering, and design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand	8.1.A.Technology Operations and Concepts 8.1.B. Creativity and Innovation 8.1.C. Communication and Collaboration 8.1.D. Design: Critical Thinking, Problem Solving, and Decision-Making 8.1.E. Research and Information Literacy 8.2.A. Nature of Technology: Creativity and Innovation

Essential Question	Skills	NJSLS	Assessment	Resources
In what ways can digital tools facilitate local and global	Work in collaboration with peers to produce and publish a report	8.1.4.A.5 8.1.4.B.1 8.1.4.C.1	Anecdotal records, teacher observation.	Computers with internet connections.
communication and	that explains how	8.1.8.D.2		Teacher Made
collaboration when designing products and systems?	technology is or was successfully or	8.1.4.E.2 8.2.4.A.2	Daily objective checklist	Worksheets
products and systems:		8.2.4.B.4	CHECKIIST	Various age appropriate
How can students use the design process to provide a	address a local or global problem.		Scoring Rubrics	software.
means to convert resources into products and systems?	Explain the functions of system and		Typing Tests	Free interactive websites.
In what ways can digital tools	subsystems.			Online subscriptions
facilitate local and global communication and collaboration when designing	Evaluate the function, value, and esthetics of			Google Accounts
products and systems?	a technological product, system, or environment from the			Google Apps for education
How can students use the design process to provide a means to convert resources	perspective of the user and the producer. Work in collaboration			Chromebooks
into products and systems?	with peers to produce			Type to Learn 4
	and publish a report that explains how			Robotic kits
	technology is or was			Virtual construction
	successfully or unsuccessfully used to			
	address a local or			
	global problem.			
	Explain the functions of			
	system and subsystems.			
	Evaluate the function, value, and esthetics of a technological product, system, or			
	environment from the perspective of the user and the producer.			