

**Southern Regional School District
Manahawkin, New Jersey**

COURSE OF STUDY

MIDDLE SCHOOL TECHNOLOGICAL LITERACY 7 & 8

**NEW Jersey Core Content Curriculum Standards 2004
NJ Standards Clarification Project 2008**

Embedded in all Content Areas

Date: June, 2008

Submitted for Board Approval:

July 9, 2008

Southern Regional School District
Course of Study
NJCCCS 2008
NJ Standards Clarification Project 2008

DEPARTMENT: All Content Areas & Cycle Classes

UNIT: Technological Literacy

NJCCCS:

8.1, 8.2

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.

Technology is constantly changing and requires continuous learning of new skills.

Selection of technology should be based on personal and/or career needs assessment.

A tool is only as good as the person using it.

Technology use can have positive or negative impact on both users and those affected by their use.

Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.

Technological outcomes have the potential for anticipated and unanticipated positive and negative results

The design process is fundamental to technology and engineering.

A system has interrelated components designed to collectively achieve a desired goal.

All technological activities use resources that include tools/machines, materials, information, energy, capital, time and people.

Technological literacy skills enable learners to adapt to a rapidly changing, man-made world by using problem solving to generate solutions from the conceptual stage to the final product.

ESSENTIAL UNDERSTANDINGS:

How does a computer magnify our learning potential?

What technological skills should we learn to keep us current in this time of technological flux?

How do I choose the appropriate tool/use?

How can I transfer what I know to new technological experiences?

What are my responsibilities for using technology?

Can/should we control the pace at which technology is created?

How does technology extend human capabilities?

Should negative impact technologies continue to be used?

Can a system continue to operate with a missing/malfunctioning component?

Is it always beneficial to use the most economical materials??

<p>CONTENT- All Subject Areas:</p> <p>Computer literacy Use common features of a computer operating System Merging information in a document Network resources Graphic organizers Problem solving using computer applications Multimedia presentation</p> <p>CONTENT-Mathematic Workshop:</p> <p>Spreadsheet Data entry Data interpretation Database Problem solving using computer applications</p> <p>CONTENT- Library Orientation</p> <p>Legal and ethical behaviors Internet etiquette Acceptable Use Policy Internet “tools” Evaluation of electronic information sources Identification of hardware problems Problem solving using computer applications</p>	<p>SKILLS- All Subject Areas:</p> <p>Use appropriate computer vocabulary Create folders Organize files Create, organize and manipulate shortcuts Input text using keyboarding skills Create a merged document Use network resources Choose appropriate graphic organizer Use computer applications to solve problems Determine when technology is an appropriate problem solving tool Create a multimedia presentation</p> <p>SKILLS-Mathematic Workshop:</p> <p>Create a file containing a simple spreadsheet Enter data to spreadsheet Interpret spreadsheet data Create a simple database, define fields Input data from multiple records Produce a report using sort and query Interpret data in original core content area Use computer applications to solve problems Determine when technology is an appropriate problem solving tool</p> <p>SKILLS- Library Orientation</p> <p>Use legal and ethical behaviors on Internet Use correct Internet etiquette Demonstrate understanding of Acceptable Use Policy Choose and use appropriate Internet research sites Evaluate electronic sources Identify hardware problems; seek appropriate assistance Use computer applications to solve problems Determine when technology is an appropriate problem solving tool</p>
<p>INSTRUCTIONAL ACTIVITIES- All subject areas:</p> <p>Create, develop, present content related multi page word processing task Create, develop, present content related multi page research task Create, develop, present content related task requiring the merging of information Affirm library orientation activities Use of technology for problem solving Creation of multimedia presentation</p>	

INSTRUCTIONAL ACTIVITIES- Mathematic Workshop

Create a spreadsheet, enter data, interpret spreadsheet data
Create a database, define fields, input data, produce a report using sort and query interpret data
Use of technology for problem solving
Discuss and use technology for problem solving

INSTRUCTIONAL ACTIVITIES- Library Orientation

Discuss & practice legal and ethical Internet behaviors, Etiquette & implications
Discuss Acceptable Use Policy
Discuss Internet Bullying/implications
Model appropriate Internet research “tools”
Model and practice correct citation of sources
Evaluate research “sources”
Discuss and use technology for problem solving

ASSESSMENT:

Practical Application Tasks assessed with:
Computer and Information Literacy- NJTAP General Rubric- 31 pts. to demonstrate proficiency

MATERIALS:

Computer
Teacher made materials
Internet sources
NJTAP-IN rubric

MODIFICATIONS:

The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students’ IEPs, 504s, prior knowledge assessment, and data provided from formative assessments.

TIME FRAME: Year-long: Embedded in all subject area classes.

**Southern Regional School District
Course of Study 2008**

Department: All

Unit: Career Education

NJ Core Curriculum Content Standards:

9.1, 9.2

ENDURING UNDERSTANDINGS: (NJ DOE Standards Clarification Project 1-08)

Exploring career opportunities and assessing individual aptitudes and interests facilitates making informed decisions regarding career and educational choices.

Each career has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.

An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.

Critical life skills are needed in order to be functional members of society.

Choices we make as individuals affect self, family, community and the world.

Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction.

Effective communication skills are necessary to convey meaning and understanding to others.

One's character and ethics are constantly being challenged and are ever-changing and evolving.

Financial choices have costs, benefits, and consequences.

Lack of awareness about laws and rules may lead to unsafe situations and chaos.

ESSENTIAL QUESTIONS:

How do I prepare for a career choice?

How do I decide on a career choice?

Why do I need a plan?

How do I best prepare for an ever changing workforce?

How do I best make choices?

Why do I need to be accountable?

How do I best communicate?

How do family, school, community and workplace influence a person's character and ethics?

When should I start planning financially for my future?

How is safety a personal and societal issue?

<p>CONTENT: Career research/discussion Characteristics of those in particular career path Connection between content and career readiness Making good choices P.R.ID.E.- Personal responsibility in daily effort Interpersonal communication Higher order questioning techniques Learning Styles Character, ethics, attitude</p>	<p>SKILLS: Demonstrate understanding of characteristics of those in given career path Demonstrate skills needed for employability Demonstrate PRIDE Communicate in team situations Personally present project Use critical thinking Demonstrate understanding of learning styles for studying, learning Demonstrate understanding of implications of character, ethics & attitude in achieving persona and academic success</p>
<p>INSTRUCTIONAL ACTIVITIES: Relationship between career path and content Career research Matching characteristics to career paths Opportunities to make good choices- role play Higher order questioning Learning style application to study, learning Communication opportunities- presentations, multimedia presentations, Work Study Habit Rubric- peer/self evaluation Academic Success Rubric- self evaluation</p>	
<p>ASSESSMENTS: Embedded in content assessments</p>	
<p>MATERIALS: Core content curriculum SRSD School to Career Manual SRMS Work Study Habit Rubric SRMS Academic Success Rubric Bloom's Taxonomy Learning Style Inventory Internet- Career research</p>	
<p>MODIFICATIONS: The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs, 504s, prior knowledge assessment, and data provided from formative assessments.</p>	
<p>TIME FRAME: Year-long; embedded in all content areas</p>	