

Standard 8: Technology
Classroom Application Document

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 collaborate and to create and communicate knowledge.		By the end of Grade 2
Strand D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.		
Rationale: Students must practice digital citizenship which includes taking responsibility for their online activities and understanding the impacts of their actions.		
<u>Technology CPI</u> <u>8.1.2.D.1</u> Develop an understanding of ownership of print and nonprint information. 	<u>Instructional Design Ideas</u> - Interdisciplinary Learning: Content area curriculum is developed while using relevant technology applications and cultivating skills. - Multiple Means of Action and Expression: Provide idea starters or open ended questions used to reinforce directions. Provide students with options to create their product by writing (word Processing), drawing (graphics application), creating a video, a Voice Thread or a social story. 	
<u>Content Area CPI</u> Social Studies <u>6.3.4.D.1</u> Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions. <u>Common Core English</u> <u>CCSS.ELA-LITERACY.W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>Technology Options</u> <u>Apache Open Office:</u> A free, open productivity suite which can be installed on your devices and used offline. <u>Google Drive:</u> Offers tools to create, collaborate, share, and store documents that are compatible with a variety of operating systems. Documents can be accessed from any internet connection. Documents can be exported to compatible software programs or portfolios. <u>NeoOffice:</u> Office applications for Mac OS X. <u>The Story Creator:</u> “<i>Easy Story Book Maker for Kids</i>” Tech Tip: A tip from the Federal Bureau of Investigation (FBI.gov) is to remember people online may not be who they say they are. Tell an adult if someone contacts you who you do not know. Games and lessons are included as part of this site.  	

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Legend Symbols used are a quick reference to indicate additional resources have been included. Additional information to locate resources is provided on a supplemental page.			
	Time Tips That Transform Practice		Supporting Research and Resources
	Professional Development and/or Classroom Resources		Multiple Means of Representation
	Lessons		Multiple Means of Actions and Expressions
	Technology Resources		Multiple Means of Engagement
	CCSS.ELA-Literacy.CCRA.W.8: http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.8 Social Studies 6.3.4.D.1: http://www.state.nj.us/education/cccs/2014/ss/ Technology 8.1.2.D.1: http://www.state.nj.us/education/aps/cccs/tech/		
	UDL and Idea Starters: http://udl-toolkit.cast.org/demo/reading?5&loc=features.xml_1123		
	Cathy Captions: http://www.educationworld.com/a_lesson/00-2/lp2176.shtml No Bully Zone Lesson Plan: Responding to and Preventing Bullying: http://www.brainpop.com/educators/community/lesson-plan/no-bully-zone-lesson-plan-responding-to-and-preventing-bullying/?bp-jr-topic=internet-safety		
 	Apache Open Office: http://www.openoffice.org/ Getting Started with Google Drive: https://support.google.com/drive/answer/2424384?hl=en Internet Safety for Kids (includes video, lessons, images, interactive games): https://jr.brainpop.com/health/besafe/internetsafety/ NeoOffice: Office applications for Mac OS X: http://www.neooffice.org/neojava/en/index.php The Story Creator: https://www.common sense media.org/app-reviews/the-story-creator-easy-story-book-maker-for-kids Stopbullying.gov (has images and strategies to implement to help students get along): http://www.stopbullying.gov/image-gallery/		

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Rationale: Students must practice digital citizenship which includes taking responsibility for their online activities and understanding the impacts of their actions.		
<u>Technology CPI</u> <u>8.1.5.D.3</u> Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 	<u>Instructional Design Ideas</u> - Interdisciplinary Learning: Content area curriculum is developed while using relevant technology applications and cultivating skills. <u>Jig-saw</u>: Allows students to move in and out of small groups to review, develop, strengthen, and present their knowledge. Multiple Means of Action and Expression: Students can use different means of presenting i.e. actual puppets, a video or a presentation application. 	
<u>Content Area CPI</u> <u>21st Century Life and Careers CPR 4</u> Communicate clearly and effectively and with reason. <u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 	<u>Sample Activity</u> Research cyber safety, cyber security, and cyber ethics practices when using social media. Investigate several sources to build your knowledge. Present your findings clearly and effectively, sequencing ideas logically using appropriate facts to support the main idea. Express your knowledge through a speech where you speak clearly at an understandable pace or present a puppet show for a younger grade sharing your information. L	<u>Technology Options</u> - Review the school's Acceptable Use Policy (AUP) online or in print. Interpret and apply the AUP and its relevancy to their work. <u>Cybersmart</u>: Offers lessons and interactive activities. <u>Carnegie Cyber Academy</u>: Parent and teacher resources, short animated clips, interactive games and assessments. <u>Digital Passport from Common Sense</u>: Printable resources and online interactive games are available on many different platforms. Tech Tip: Bullying may not be what was said, but how it was "stated." CAPITAL LETTERS are yelling online. BIGGER IS LOUDER. 

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	21st Century Life and Careers CPR 4: http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CCSS.ELA-Literacy.CCRA.W.7: http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.7 Technology 8.1.5.D.3: http://www.state.nj.us/education/aps/cccs/tech/		
	Multiple Means of Expression: Checkpoint 4.1- Vary the methods for response and navigation: http://www.udlcenter.org/aboutudl/udlguidelines/principle2		
	Digital Passport from Common Sense: https://www.digitalpassport.org/educator-registration#registration-title Reader’s Theatre: http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html		
 	Cybersmart: http://cybersmart.org/ : Printable and online resources, curriculum, interactive activities and professional development. Carnegie Cyber Academy: Parent and teacher resources, animated clips, interactive games and assessments. The Carnegie Cadets “MySecureCyberspace” Game is designed to teach fourth and fifth graders about Internet safety and computer security: http://www.carnegiecyberacademy.com/ Digital Passport from Common Sense: https://www.digitalpassport.org/educator-registration#registration-title Jig-saw: https://www.jigsaw.org/		

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<u>Technology CPI</u> <u>8.1.8.D.1</u> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 	<u>Instructional Design Ideas</u> - Interdisciplinary Learning: Content area curriculum is developed while using relevant technology applications and cultivating skills. - Flipped Classroom Design engages students while repurposing contact time onsite. <u>Sample Activity</u> Research and discuss cyber safety, security and ethics when using technology and social media. If a friend at work or school asked for inappropriate pictures for use, what would be the consequences for both people involved from both perspectives. Use relevant, well-chosen facts, identify appropriate behaviors, details, and examples of how to increase safety and security online. Present your claims and findings to peers clearly and accurately with effective selection, organization and analysis of this issue. 	Multiple Means of Action and Expression: Students may choose the digital format that is comfortable to present their findings and claims, i.e. presentation software, Voice Thread, blog, or Mindmapping. 
<u>Content Area CPI</u> <u>21st Century Life and Careers CPR 1</u> Act as a responsible and contributing citizen and employee. <u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	<u>Technology Options</u> AndroVid: Video editor for Android devices. Audacity: An audio editor to create “radio” presentations. Google Slides: Create a presentation using this Google product to reduce the need for data storage and enable sharing and editing by individual users or groups. Visme: Create interactive online presentations. Mindmapping: Graphic organizer Tech Tip: It is easy to copy and paste images and content into the presentation. Copyright and Creative Commons video clips may be used free for educational purposes to discover how to avoid copyright issues. 	

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	CCSS.ELA-Literacy.CCRA.W.2: http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.2 21st Century Life and Careers CPR 1 http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Technology 8.1.8.D.1: http://www.state.nj.us/education/aps/cccs/tech/		
	Flipped Classroom: https://net.educause.edu/ir/library/pdf/ELI7081.pdf The flipped classroom pedagogical model can be used where presentations are observed outside of the classroom; and students prepare questions for the group. Classroom time is used for questions and answers to increase understanding. This benefits students and provides time for review as needed.		
	Copyright Law: From Digital reprints to downloads: http://www.readwritethink.org/classroom-resources/lesson-plans/copyright-from-digital-reprints-1067.html Using TED to Develop Presentation Skills: http://www.thetechclassroom.com/home/usingtedtodeveloppresentationskills		
 	AndroVid: https://play.google.com/store/apps/details?id=com.androvid Audacity: http://audacity.sourceforge.net/ Common Sense Media: https://www.commonsensemedia.org/educators/curriculum Google Slides: http://www.google.com/slides/about/ Visme: http://www.visme.co/		

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<u>Technology CPI</u> <u>8.1.12.D.3</u> Compare and contrast policies on filtering and censorship both locally and globally. 	<u>Instructional Design Ideas</u> • Interdisciplinary Learning: Content area curriculum is developed while using relevant technology applications and cultivating skills. • Multiple Means of Representation: Begin transitioning roles from teacher-centered to student –Centered instruction by encouraging students to choose products and resources compatible to their learning styles. Provide them with options to customize the view on screen, to use digital highlighters and/or screen readers to support their learning. 	
<u>Content Area CPI</u> <u>Social Studies</u> <u>6.2.12.D.6.a</u> Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. <u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	<u>Sample Activity</u> Censorship on the Internet may differ in other states and/or countries. Read and research How Internet Censorship Actually Works in China. Compare and contrast policies and their impacts on cultures and values. Write an argument that supports your perspective on this issue using valid reasoning and relevant and sufficient evidence. 	<u>Technology Options</u> • Bibme.org: A citation tool to format resources. • Centre for International Governance: “<i>Governing the Internet: Chaos, Control and Consensus.</i>” • The Centre for Internet and Society: Blog, publication and resource links. • Purdue Owl: Online Writing Lab with general rules for writing, standards for formatting, samples and exercises with solutions. • The Global Classroom Project: Offers projects from around the globe seeking collaborators. • US Department of State; Internet Freedom: http://www.state.gov/e/eb/cip/netfreedom/index.htm Tech Tip: Text to speech readers are built into operating systems (IOS: Accessibility; Windows: Ease of Access). They help reduce learning gaps and accommodate individual needs.  

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	CCSS.ELA-Literacy.CCRA.W.1: http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.1 Social Studies 6.2.12.D.6.a: http://www.state.nj.us/education/cccs/2014/ss/ Technology 6.1.12.A.2.a: http://www.state.nj.us/education/aps/cccs/tech/ <i>How the Internet Actually Works in China</i> http://www.theatlantic.com/china/archive/2013/10/how-internet-censorship-actually-works-in-china/280188/		
	Multiple Means of Representation : Offer alternatives for visual information. Learning is impossible when there are barriers blocking access to the content. Supplying and supporting the use of screen readers, highlighters and digital post-it notes can increase access to the content: www.udlcenter.org/aboutudl/udlguidelines/principle1		
	Cyberbullying and the Law: http://mediasmarts.ca/lessonplan/cyberbullying-and-law-grades-9-12-lesson Be Safe Online: http://lifesmarts.org/wp-content/uploads/2014/02/Lesson-Plan-Be-Safe-Online.pdf		
 	Bibme.org (bibliography maker): www.bibme.org Centre for International Governance Innovation (CIGI): https://www.cigionline.org The Centre for Internet and Society: http://cis-india.org/internet-governance/blog/yojana-april-2014-sunil-abraham-who-governs-the-internet-implications-for-freedom-and-national-security Purdue Owl: https://owl.english.purdue.edu/owl/ The Global Classroom Project: Collaborative projects: http://theglobalclassroomproject.wordpress.com/ US Department of State; Internet Freedom: http://www.state.gov/e/eb/cip/netfreedom/index.htm		