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| **Evidence 9th -13th outcomes** |  | **Monday**  **Python & PIP** | **Tuesday**  **Python & PIP** | **Wednesday**  **Python & PIP** | **Thursday**  **Python & PIP** | **Friday**  **Python & PIP** |
| Students will document their views on “21st Century Learning” in the technology blog… | **Objective** | NJCCCS: **9.4 K**  Students will Demonstrate holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student | NJCCCS: **9.4 K**  Students will Demonstrate holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student | NJCCCS: **9.4 K**  Students will Demonstrate holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities |
| **DOL** | Students will identify one 21st century learning tools that is can be used in the classroom | Students will identify one 21st century learning tools that is can be used in the classroom | Students will identify one 21st century learning tools that is can be used in the classroom | Students will create a rectangles using basic programming codes | Students will create a rectangles using basic programming codes |
| **Activities** | Students will engage in a discussion “21st Century Learning”  Students will review video clip about 21st Century learning tools”  Students will document their personal views about 21st Century learning in a teacher created technology blog  Results can be viewed  here [21st Century Student review](http://professorsumter.weebly.com/1/post/2013/09/21st-century-learning.html) | Students will engage in a discussion “21st Century Learning”  Students will review video clip about 21st Century learning tools”  Students will document their personal views about 21st Century learning in a teacher created technology blog  Results can be viewed  here [21st Century Student review](http://professorsumter.weebly.com/1/post/2013/09/21st-century-learning.html) | Students will engage in a discussion “21st Century Learning”  Students will review video clip about 21st Century learning tools”  Students will document their personal views about 21st Century learning in a teacher created technology blog  Results can be viewed  here [21st Century Student review](http://professorsumter.weebly.com/1/post/2013/09/21st-century-learning.html) | Students will engage in a discussion “21st Century Learning”  Students will review video clip about 21st Century learning tools”  Students will document their personal views about 21st Century learning in a teacher created technology blog  Results can be viewed  here [21st Century Student review](http://professorsumter.weebly.com/1/post/2013/09/21st-century-learning.html) | Students will engage in a discussion “21st Century Learning”  Students will review video clip about 21st Century learning tools”  Students will document their personal views about 21st Century learning in a teacher created technology blog  Results can be viewed  here [21st Century Student review](http://professorsumter.weebly.com/1/post/2013/09/21st-century-learning.html) |
| **Evidence 16th – 20th outcomes** |  | **Monday**  **Python** | **Tuesday**  **Python** | **Wednesday**  **Python** | **Thursday**  **Python** | **Friday**  **Python** |
| Students will create their first interactive Program… | **Objective** | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities | NJCCCS: **9.4 K**  Demonstrate the ability to enter and modify source code statements using the editing and interactive execution capabilities |
| **DOL** | Students will create a rectangles using basic programming codes | Students will create a rectangles using basic programming codes | Students will create a rectangles using basic programming codes | Students will create a rectangles using basic programming codes | Students will create a rectangles using basic programming codes |
| **Activities** | Students will engage in a discussion “Computer on Online Training”  Students will design a house using the paint program  Student will create a edmodo account to receive class notes and class assignment  Student will create a Khan Academy account so they can start their basic computer programming training | Students will engage in a discussion “Computer on Online Training”  Students will design a house using the paint program  Student will create a edmodo account to receive class notes and class assignment  Student will create a Khan Academy account so they can start their basic computer | Students will engage in a discussion “Computer on Online Training”  Students will design a house using the paint program  Student will create a edmodo account to receive class notes and class assignment  Student will create a Khan Academy account so they can start their basic computer | Students will engage in a discussion “Computer on Online Training”  Students will design a house using the paint program  Student will create a edmodo account to receive class notes and class assignment  Through Khan Academy students will design in coding the same designed house they created in the paint program and submit in edmodo | Students will engage in a discussion “Computer on Online Training”  Students will design a house using the paint program  Student will create a edmodo account to receive class notes and class assignment  Through Khan Academy students will design in coding the same designed house they created in the paint program and submit in edmodo. |

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| **Evidence 16th – 20th outcomes** |  | **Monday**  **PIP** | **Tuesday**  **PIP** | **Wednesday**  **PIP** | **Thursday**  **PIP** | **Friday**  **PIP** |
| Students will identify  the three area of focus on the IC3 Exam by naming one topic in covered in each area | **Objective** | NJCCCS: **9.4 K**  Students will Demonstrate holistic view of the IC3 exam and set goals(SCORE) needed to pass each area | NJCCCS: **9.4 K**  Students will Demonstrate holistic view of the IC3 exam and set goals(SCORE) needed to pass each area | NJCCCS: **9.4 K** Students will Demonstrate skilled needed to pass IC3 exam by being able to start and exit a Windows application and utilize sources of online help | NJCCCS: **9.4 K** Students will Demonstrate skilled needed to pass IC3 exam by being able to start and exit a Windows application and utilize sources of online help | NJCCCS: **9.4 K**  Students will Demonstrate skilled needed to pass IC3 exam by Identify common on-screen elements of Windows applications, change application settings, and manage files within an application |
| **DOL** | Given 5 question students will use one test taking skills to help pass the IC3 exam | Given 5 question students will use one test taking skills to help pass the IC3 exam | Teacher will observe students correctly starting and exiting a window application | Teacher will observe students correctly starting and exiting a window application | Students will label one common screen element in powerpoint |
| **Activities** | Students will engage in a discussion “What is IC3 Exam”  Students will review video clip about IC3 Exam and its benefits  Students will be given skills need to help pass Ic3 exam.  Example:  Answer all questions you know the answer to and then go back to the ones you need to skip over | Students will engage in a discussion “What is IC3 Exam”  Students will review video clip about IC3 Exam and its benefits  Students will be given skills need to help pass Ic3 exam.  Example:  Answer all questions you know the answer to and then go back to the ones you need to skip over | Students will engage in a discussion  Students will log in and out of three different applications | Students will engage in a discussion  Students will log in and out of three different applications | Students will engage in a discussion “Common Screen Elements”  Students will review video clip about Common Screen elements”  Students will create in powerpoint labeling screen elements for Word, Powerpoint, and Excel |
| **Evidence 23rd – 27th outcomes** |  | **Monday**  **PIP** | **Tuesday**  **PIP** | **Wednesday**  **PIP** | **Thursday**  **PIP** | **Friday**  **PIP** |
| Student will create digital notes to help pass the IC3 Exam… | **Objective** | NJCCCS: **9.4 K** Students will Demonstrate skilled needed to pass IC3 exam by Identify common on-screen elements of Windows applications, change application settings, and manage files within an application | NJCCCS: **9.4 K** Students will Demonstrate skilled needed to pass IC3 exam by performing common editing (cut, copy, paste, spell check, etc.) and formatting (fonts, margins, tabs, etc.) functions | NJCCCS: **9.4 K** Students will Demonstrate skilled needed to pass IC3 exam by performing common editing (cut, copy, paste, spell check, etc.) and formatting (fonts, margins, tabs, etc.) functions | NJCCCS: **9.4 K**  Students will Demonstrate skilled needed to pass IC3 exam by Perform common printing functions |  |
| **DOL** | Students will label one common screen element in powerpoint | Students will answer one out of three questions thru LAN School correctly | Students will answer one out of three questions thru LAN School correctly |  |  |
| **Activities** | Students will engage in a discussion “Common Screen Elements”  Students will review video clip about Common Screen elements”  Students will create in powerpoint labeling screen elements for Word, Powerpoint, and Excel | Given a document students will perform common editing (cut, copy, paste, spell check, etc.) and formatting (fonts, margins, tabs, etc.) functions. | Given a document students will perform common editing (cut, copy, paste, spell check, etc.) and formatting (fonts, margins, tabs, etc.) functions. |  |  |