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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 blogResults can be viewedhere [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 blogResults can be viewedhere [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 blogResults can be viewedhere [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 blogResults can be viewedhere [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 blogResults can be viewedhere [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 programStudent will create a edmodo account to receive class notes and class assignmentStudent 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 programStudent will create a edmodo account to receive class notes and class assignmentStudent 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 programStudent will create a edmodo account to receive class notes and class assignmentStudent 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 programStudent will create a edmodo account to receive class notes and class assignmentThrough 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 programStudent will create a edmodo account to receive class notes and class assignmentThrough 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 benefitsStudents 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 benefitsStudents 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. |  |  |