

## MODULE 1

Activity Title	Activity Description	Learning Objectives	Aligned Standards	Time Required	Timeline (month/date)
V.22: Computer Science Fundamentals: 5th Grade: Pre-Assessment: Lesson Plan	In this activity, students will take a Pre-Assessment assessing prior knowledge of the concepts and skills presented throughout this course. Instructors and students will then take time to establish procedures for logging in and navigating the course's recommended platform. Students will also practice opening, importing, and sharing files.	Students will be able to independently log in to a student Scratch account.  Students will be able to send and receive Scratch files.	N/A	00:45 min	

## MODULE 2

Activity Title	Activity Description	Learning Objectives	Aligned Standards	Time Required	Timeline (month/date)
Creating My Print	In this activity, students will discuss the many choices they make online and the way these choices develop their personal digital footprint. Students will work collaboratively to create posters answering key questions one should consider before going online.	Students will be able to describe how information and data spread over the Internet.  Students will be able to evaluate the positive and negative aspects of their personal digital footprint.	1B-1C-1B	00:20 min	
	In this activity, students will learn how the Internet works. Students will participate in a hands-on visualization representing the way packets move via routers and cables from one computer to another, reassembling	Students will be able to describe how information is sent and received over the Internet.  Students will be able to model the process of breaking information into packets, transmitting the packets, and reassembling the information.	1B-CS-01 1B-CS-02 1B-NI-04	00:20 min	

# Jefferson County Pacing Guides

**CH Cherryholmes**



## **Jefferson County Pacing Guides:**

Robert D. Barr, William H. Parrett, 2011-11-22 Examine critical studies on high performing high poverty schools to identify how schools can fulfill the mission of educating all students to proficiency especially students at risk The authors compiled the most important research on how low performing high poverty schools achieved radical improvements in learning for their most vulnerable students and also identified eight best practices breaking them down into specific strategies often using real life examples from successful schools Do what Works Tom Luce, 2005 The Digital Citizenship Handbook for School Leaders Mike Ribble, Marty Park, 2019-06-26 Learn how to develop a meaningful approach to embedding digital citizenship into an established program helping your students succeed in a digital world In today's schools and districts just saying no to bad technology practices is not enough This leadership posture can take the form of extreme blocking and filtering of websites providing little access to devices and declining to integrate digital tools and resources into learning out of fear of what else a student might do Such a mindset can also lead to adults choosing not to engage or being unable to engage in conversations when students share stories about what a peer did online or through the latest app Digital citizenship curriculum needs to be taught at two levels at once horizontal the world immediately around students and vertical connecting to the rest of the world This book provides education leaders a strategic road map that demonstrates how to incorporate these concepts into the curriculum so that digital citizenship isn't just one more thing but is threaded into the DNA of how educators teach and work The book Provides a five year plan for developing a digital citizenship program in your school Covers such topics as digital ethics and leveled approaches to digital citizenship Walks through the digital citizenship responsibilities and opportunities inherent in various roles including library media specialists classroom educators and special ed teachers Offers strategies for spreading digital citizenship internationally and explores the future of digital citizenship The book offers school and district leaders a path toward a shared and collective understanding so that digital citizenship is embedded in the way students and educators interact with technology and each other It is a guide for school communities to discover which practices in the end will lead to better people Audience K 12 educators education leaders **The Horse Review Harness Racing Guide and Trotting and Pacing Breeders'**

**Directory for ...**, 1913 *Resources in Education*, 1980-09 **Without Trumpets** Susan G. Allred, Kelly A. Foster, 2018-06-01 Empowering leaders at each level of the implementation of improvement processes is essential if public schools are to survive moving forward The story of Kentucky's continuous improvement can be evidenced from the Kentucky Education Reform Act KERA of 1990 and the intensive systems work since 2009 outlined in Senate Bill 1 and amended by House Bill 176 2010 Even with a significantly different governance and support approach outlined in Senate Bill 1 2017 by aligning federal statute regulation and initiatives state statute and regulation state school board goals local school board policies and school improvement plans a consistent message of expectation is clarified for schools and classrooms Key core

work processes aligned behind those policies lead to systems that can be flexible and adjust to the political and economic climates that surround the work of learning without total disruption of the system The use of transparent design and common instruction while monitoring quality tools is making a recognizable difference Funding from the sometimes maligned School Improvement Grant SIG process from the United States Department of Education and work with key partners enables the establishing of sustainable systems for continuous improvement in the areas of planning use of data fiscal management student support and teacher support owned by leaders at each level of implementation The pertinent data and reports the human story the tools used and lessons learned are a continuous improvement story into sustainability which will resonate with all who lead in education at any level reaffirming that we can do this

[Flexible Pacing for Able Learners](#) Neil Daniel, June Cox, 1988 The monograph describes the application of flexible pacing as a means of meeting the educational needs of gifted students in schools throughout the country Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills Flexible pacing is achieved by such methods as continuous progress compacted course advanced level courses grade skipping early entrance concurrent or dual enrollment and credit by examination An introductory chapter looks at the historical and theoretical context of flexible pacing and gives a brief explanation of the canvassing and survey methods used to obtain data The next two chapters describe flexible pacing programs in 8 elementary and 11 secondary schools Chapter 5 looks at district wide programs for all students or all gifted students and finds six such school systems The next chapter examines cooperative programs between schools colleges or other educational institutions The seventh chapter discusses selected features of flexible pacing including school policy strategies of implementation staff selection development and record keeping A staff development program to prepare teachers for flexible pacing in mathematics is described in the eighth chapter contributed by Kathleen Martin The concluding chapter identifies principles of implementation including capitalizing on what is available initiating a program gradually and winning support The survey form and a sample program description are appended DB

**List of Outstanding Teaching and Learning Materials** Association for Supervision and Curriculum Development, 1967 *Universal Teller Curriculum Guide*, 1981 **The Official Guide of the Railways and Steam Navigation Lines of the United States, Puerto Rico, Canada, Mexico and Cuba** William Frederick Allen, Edwin Stevens Allen, Andrew J. Burns, 1949-05 Also time tables of railroads in Central America Air line schedules *Indiana Travel Guide*, 2008 [The Official Guide of the Railways and Steam Navigation Lines of the United States, Porto Rico, Canada, Mexico and Cuba](#), 1885 [The Horse Review Harness Racing Guide and Trotting and Pacing Breeders' Directory](#), 1914 **Advertisers' Guide to Marketing** Printers' ink, 1965 *The Official Railway Guide*, 1891 **Wallace's Year-book of Trotting and Pacing in ...** United States Trotting Association, John Hankins Wallace, 1888 [Billboard Music Week](#), 1908 [Guide to the Personal Papers Collections at the Library of Virginia](#) Library of Virginia, 2008 [National Stockman and](#)

Farmer ,1908

*Resources in Education* ,1993

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