Marking Period	Unit Title	Recommended Instructional Days
Trimester 1	Unit: Digital Citizenship	Approx. 12 Days (Once per week)

Disciplinary Concept:	Practice:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CSDT within Unit
CS NI DA	Fostering an Inclusive Computing and Design Culture Collaborating Around Computing and Design	
Core Idea:	**Performance Expectation/s:**	
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access. Individuals collect, use, and display data about individuals and the world around them.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.	**Essential Question/s:** How can we be good digital citizens? How do we balance our time with technology? Why is it important to have device-free moments in our lives? What kinds of information should I keep to myself when I use the internet? How do we stay safe online? What information is OK to have in your digital footprint? What footprints are you leaving online? How are we all part of an online community? What should you do if someone is mean to you online? What are ways you can be kind online? How do you stand up for people you care about? How do you know if something you see or hear is true? How can you give credit for other people's work?

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*	**Activity Description**:
Self Awareness	- Recognize one's feelings and thoughts - Recognize the impact of one's feelings and thoughts on one's own behavior - Recognize the importance of self-confidence in handling daily tasks and challenges	Complete and discuss the Digital Citizen Characters Coloring Book. Watch the Digital Citizen video connecting to each of the digital citizens in the coloring book and discuss. Pause & Think: Draw a picture to show to be a good digital citizen. Write 2 sentences explaining drawing. Create a list of rules to help their family have device-free moments. Discuss why it is important to have balance.
Self-Management	- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors - Recognize the skills needed to establish and achieve personal and educational goals	Using a student handout, Keep It Private, identify sections of a form that ask for private information with an 'X.' Discuss those sections explaining reasoning. Draw a picture of something that is OK to share online and write a short paragraph explaining why it is important not to share private information (plugged - Google Drawings/Google Slides or unplugged - Student handout).
Social Awareness	- Recognize and identify the thoughts, feelings, and perspectives of others - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. - Demonstrate an understanding of the need for mutual respect when viewpoints differ. - Demonstrate an awareness of the expectations for social interactions in a variety of settings.	Working collaboratively, categorize digital trail squares. Determine those that are OK to share and those that are private and should not be shared. Working with a partner identify 3 people in their community and 2 people in their world and describe how they can connect with them online. Read a story, STOP Online Meanness, and then work with a partner to answer the questions that follow making predictions and drawing conclusions. Wrap up the unit with an online assessment shared through Schoology that integrates videos and drawing tools..
Responsible-Decision Making	Develop, implement, and model effective problem-solving and critical thinking skills	Wrap up the unit watching a short video from each of the digital citizens (Arms, Guts, Feet, Head, Heart, and Legs). Draw a picture of one of the digital citizens and explain how you can be like that digital citizen.

Relationship Skills	● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions ● Establish and maintain healthy relationships ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways ● Identify who, when, where, or how to seek help for oneself or others when needed	**Interdisciplinary Connections: Content: ;NJSLS#:** W.2.1, W.2.2, W.2.7, W.2.8, SL.2.1a, SL.2.1b, SL.2.1c, SL2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.6
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*		**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Exit Slips ● Quizzes ● Self Assessments ● Lesson Activity Worksheets		**Benchmarks:** ● Performance Assessment ● Unit Assessment **Summative Assessments:** ● District Department Assessment
Differentiated Student Access to Content: **Teaching and Learning *Resources/Materials***		

Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
● Common Sense Media	● Reteaching worksheets ● Spanish version of lesson activities ● Translatable activities-using Google Translate ● Choice Board	● Dictionary for native language ● Choice Board	● Enrichment/Extension activities ● Choice Board

Supplemental Resources

Technology:
- Chromebooks, MacBook
- Projector
- Smartboard
- Schoology
- Google Drive
- Common Sense Media
- YouTube
- Clever
- Kami

Other:
- Handouts/Lesson Activity Sheets
- Pens, Pencils, Paper, Crayons, Markers

Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments	● Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples,	● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online or paper bilingual	● Provide extension activities related to the topic being discussed. Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate

and/or rubrics, repeat instructions as needed.	modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	dictionaries, and modified assessment and/or rubric. ● Provide choice board with varied leveled activities ● In-Class Paraprofessional Translation Support	authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. ● Provide choice board with varied leveled activities

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:**
	Core Ideas: ● **Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.** ● **Digital artifacts can be owned by individuals or organizations. Individuals should practice safe behaviors when using the Internet.** ● **Individuals should practice safe behaviors when** ● **using the Internet.** ● **An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.** ● **Digital communities allow for social interactions that can result in positive or negative outcomes.** ● **Digital tools have a purpose.**
	Performance Expectation/s: **9.4.2.CT.3; 9.4.2.DC.1; 9.4.2.DC.2; 9.4.2.DC.3; 9.4.2.DC.4; 9.4.2.DC.5; 9.4.2.DC.6;9.4.2TL.7**
	Career Readiness, Life Literacies, & Key Skills Practices
	● **Act as a responsible and contributing community member and employee.** ● **Consider the environmental, social and economic impacts of decisions.**

	● **Demonstrate creativity and innovation.** ● **Utilize critical thinking to make sense of problems and persevere in solving them.** ● **Use technology to enhance productivity, increase collaboration and communicate effectively.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*