

Marking Period		Unit Title	Recommended Instructional Days
1		Life Literacies and Key Skills: Digital Citizenship	Approx. 10 days (once per week)
<b>Disciplinary Concept:</b>	<b>Practice:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLC-CSDT within Unit</b>	
NI IC	Fostering an Inclusive Computing and Design Culture  Collaborating Around Computing and Design		
<b>Core Idea:</b>	<b>Performance Expectation/s:</b>		
Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.  Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.  8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.	<b>Essential Question/s:</b> How do good digital citizens take responsibility for themselves, their communities, and their world?  How can a strong password help protect your privacy?  How does what I post online affect my identity?  What makes a strong online community?  What should you do when someone uses mean or hurtful language on the internet?  Why do people alter digital photos and videos?	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	<b>Activity Description:</b> Explore the responsibilities to self, community, and the world and what it means to be a digital citizen. Watch a video “Rings of Responsibility” and discuss how throwing a bottle out of your window could be similar to something you do online. Create a color-coded key to correctly identify the ring of responsibility based on specific statements.  Explore examples of password protection for various devices and tools. Discuss what a password entails and various scenarios of what could	
Self-Awareness  Self-Management	<ul style="list-style-type: none"> <li>Recognize one’s feelings and thoughts.</li> <li>Recognize the impact of one’s feelings and thoughts on one’s own behavior.</li> <li>Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li> </ul>		

<p>Social Awareness</p>          <p>Responsible Decision-Making</p>          <p>Relationship Skills</p>	<ul style="list-style-type: none"><li>● Recognize the skills needed to establish and achieve personal and educational goals.</li><li>● Recognize and identify the thoughts, feelings, and perspectives of others.</li><li>● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li><li>● Develop, implement, and model effective problem-solving and critical thinking skills.</li><li>● Identify the consequences associated with one's actions in order to make constructive choices.</li><li>● Evaluate personal, ethical, safety, and civic impact of decisions.</li><li>● Establish and maintain healthy relationships.</li><li>● Utilize positive communication and social skills to interact effectively with others.</li><li>● Identify ways to resist inappropriate social pressure.</li><li>● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</li></ul>	<p>happen if the password is leaked. Using a handout, create a secure password using password tips.</p> <p>Draw a selfie to post on a public website for anyone to see. Discuss where to take it, what you would look like, and what you would be doing. Brainstorm important things that make YOU. Redo selfie. Reflect.</p> <p>Complete the table exploring community norms and discuss with classmates. Work in groups to create a pledge for community norms.</p> <p>Create a digital poster of student digital citizenship pledge using Canva (app linked in Clever portal).</p> <p>Watch a video exploring the "Power of Words" and what is okay and not okay to say to someone. Work with a partner to complete a "Words Can Hurt" activity. Analyze digitally altered images and videos and determine what was altered and why it was altered.</p> <p><b>Interdisciplinary Connections: Content: ;NJSLC#:</b></p> <p>RL3.4, RL3.7, RL3.10, RF3.4a, A.W.2, A.W.4, A.W.10, W.3.4, W.3.10, A.SL1, A.SL2, A.SL.4, A.SL.6. SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3, SL3.4, SL.3.6, L.3.1a, L.3.4, L.3.4d, L.3.6</p>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Self Assessments/Reflection</li> <li>Lesson Activity Worksheets</li> <li>Presentations/Projects</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Lesson Tests</li> <li>Unit Assessment</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>District/Department Assessment</li> </ul>	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>Common Sense Media</li> </ul>	<ul style="list-style-type: none"> <li>Reteaching Worksheets</li> <li>Spanish version of Lesson Activities</li> </ul>	<ul style="list-style-type: none"> <li>Dictionary for native language</li> <li>Google Translate</li> <li>Digital Literacy Choice Board</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment/Extension Activities</li> <li>Digital Literacy Choice Board</li> </ul>
Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>MacBooks</li> <li>Projector</li> <li>Interactive board</li> <li>Clever</li> <li>Schoology</li> <li>Canva</li> <li>YouTube</li> <li>Google Drive</li> <li>Kami</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>Pens, Pencils, Crayons, Markers</li> <li>Student Handouts</li> </ul>			
Differentiated Student Access to Content: Recommended Strategies & Techniques			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, 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.</li> </ul>	<ul style="list-style-type: none"> <li>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 dictionaries, and modified assessment and/or rubric.</li> <li>Provide choice boards with varied leveled activities</li> <li>In-Class Paraprofessional Translation Support</li> </ul>	<ul style="list-style-type: none"> <li>Provide extension activities related to the topic being discussed. Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</li> <li>Provide choice boards with varied leveled activities</li> </ul>

<p>NJSLC CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</li> <li>Digital identities must be managed in order to create a positive digital footprint.</li> <li>Digital tools have positively and negatively changed the way people interact socially.</li> <li>Digital engagement can improve the planning and delivery of climate change actions.</li> <li>Different digital tools have different purposes.</li> </ul>

	<b>Performance Expectation/s:</b>	9.4.5.DC.4; 9.4.5.DC.6; 9.4.5.TL.3
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence</li> </ul>	

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