

Shepard Preparatory High School

21st Century Life Skills Digital Citizenship
Curriculum



Unit 1

Understanding Digital Literacy

<u>Timeframe</u>	Week 1-10
<u>Unit Overview</u>	<p>Students will understand and demonstrate the proper use of technology (i.e. Social Media) to support healthy relationships and how technology can cause unhealthy relationships.</p> <p>Students will be able to assess the risks associated with their use of digital media technology (i.e. texting, social media, email communications, etc.)</p>
<u>Essential Questions</u>	<p>What is digital literacy and why does it matter?</p> <p>What is considered part of digital literacy?</p> <p>If we don't use social media, how does digital literacy still pertain to me?</p> <p>How can society use the internet appropriately and efficiently?</p> <p>Why is typing a crucial skill when it comes to digital literacy?</p> <p>What do good writers do?</p> <p>How does writing connect to digital literacy?</p> <p>Who wrote it and why does it matter?</p>
<u>Unit Focus</u>	<p>Students will learn the importance of digital literacy and how digital literacy (internet safety/typing/etc.) is part of college and career readiness.</p> <p>Students will understand that social media, online social interaction, and proper use of online communication is crucial for healthy relationships throughout life.</p>
<u>Interdisciplinary Connections</u>	<p>Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.</p> <p>Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.</p> <p>Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.</p> <p>Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.</p>

	<p>Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.</p> <p>Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures</p>
<p><u>Common Assessments</u></p>	<p>Teacher created materials</p>
<p style="text-align: center;"><u>Materials</u></p>	
<p style="text-align: center;">Common Materials</p>	<p style="text-align: center;">Supplemental Materials</p>
<p>including digital tools reading notebooks and laptops/ for writing and research, mentor texts Digital Literacy Specific Websites: https://platform.everfi.net/te... https://www.typing.com/ https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11 https://www.renaissance.com/2019/02/08/blog-digital-literacy-why-does-it-matter/ Diversity/Equity/Inclusion Resources and Toolkits: https://sites.google.com/wvrsd.org/njsa1835-435to436/home https://sites.google.com/wvrsd.org/njsa1835-435to436/k-12-curriculum-toolkits https://www.leeandlow.com/ http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal http://www.ala.org/rt/emiert/ckbookawards https://www.scbwi.org/diversity-resources/ https://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf https://diversebooks.org/resources/where-to-find-diverse-books/ Great website for book suggestions in every genre: http://www.bookwhisperer.com/rec.reading.php</p>	<p>Close In on Close Reading Teaching Channel: Thinking Notes Strategy For Close Reading Summarizing, Paraphrasing & Retelling Strategies for Analyzing Argument Common Core Reading Strategies Informational Text Summarizing Non-Fiction Text YouTube Reading Lessons Middle School Common Core Strategies Teaching Reading Teaching Theme Exploring Character Literary Analysis Vocabulary: Doing It Differently Writing/Language Teacher Tube - Counterclaims and rebuttals Evidence Based Arguments Writing Fix: Word Choice Resources Writing Resources by Strand Word Choice YouTube Argumentative Writing YouTube Writing Exemplars - Argument/Opinion PARCC Writing Resources Harvard College Writing Center Teaching Narrative Writing Exemplars by Grade Level and Aspects to Consider in Writing Thesis Writing</p>

<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
<p>8.1 Computer Science: Impacts of Computing Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.</p> <p>8.1.12.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p> <p>8.1 Computer Science: Data & Analysis People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.</p> <p>8.1.12.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.2 Design Thinking: Interaction of Technology and Humans Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.</p> <p>8.2.12.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2 Design Thinking: Ethics & Culture Technological disparities have consequences for public health and prosperity.</p> <p>8.2.12.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>9.4 Life Literacies and Key Skills: Information and Media Literacy There are ethical and unethical uses of information and media.</p> <p>9.4.12.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.12.IML.11: Predict the personal and community impact of online and social media activities.</p>	<p>2.1 Personal and Mental Health: Social and Sexual Health Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p>2.1.12.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.12.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.3 Safety: Personal Safety Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>2.3.12.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</p> <p>RI.MF.6.12. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.</p> <p>W.WP.12.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p> <p>W.SE.12.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>SL.PE.12.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

	<p>SL.PE.12.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.PE.12.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.PE.12.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.PE.12.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.II.12.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.PI.12.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>
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<u>Differentiation</u>	
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Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
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<p>Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Accommodations for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Accommodations for Assessments: Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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Activities

Information & Media Literacy
Fact vs. Fiction: Analyze news articles or social media posts to identify bias, misinformation, or reliable sources.
Digital Storytelling: Students create multimedia stories using text, images, and audio to narrate events or concepts.
Media Remix:
Repackage existing media (like an essay) into a different format (YouTube video, infographic) for another platform
Digital Scavenger Hunts: Find specific information using online tools, learning efficient search strategies.
Online Safety & Citizenship
Digital Footprint: Discuss and track the information left online, understanding privacy settings and identity.
Cyberbullying Patrol: Role-play scenarios to learn how to respond to online meanness and report issues.
Safe Account Setup: Practice creating strong passwords and understanding privacy when setting up social media or email.
Creation & Technical Skills
Coding Games: Use interactive games to introduce basic programming concepts.
Digital Art/Stop Motion: Create visual projects using drawing apps or animation tools.
Typing Practice: Engage in games to improve keyboarding and typing speed.
Virtual Field Trips: Explore different places and cultures using online resources like Google Earth or virtual museum tours.
Problem-Solving & Research
Community Action Projects: Research local issues and create digital campaigns (social media, websites) to raise awareness.
Digital Organization: Use online calendars, to-do lists, and digital libraries to manage schoolwork efficiently.

Unit 2

Digital Literacy in Academics

<u>Timeframe</u>	Week 11-20
<u>Unit Overview</u>	<p>The primary focus of this unit is to help students understand the importance of digital literacy in an academic and professional setting.</p> <p>Students will leave this unit being able to explain the following:</p> <ul style="list-style-type: none">-The importance of digital literacy in both an academic and professional setting.-How to find and analyze reliable sources for academic work.-How to avoid unreliable and harmful websites.-How digital literacy plays a crucial role in life both in high school and beyond.
<u>Essential Questions</u>	<p>What does digital literacy look like in an academic setting?</p> <p>What does digital literacy mean?</p> <p>Why is digital literacy a crucial piece of knowledge in both a professional and academic setting?</p> <p>How can we make sure we are using the internet appropriately for academics?</p> <p>How do I know if a text is reliable or unreliable?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What makes a text reliable?</p> <p>How can I explain that a text/website is reliable or unreliable?</p> <p>What does reliable writing look like?</p>
<u>Unit Focus</u>	<p>Students will learn how to identify reliable internet resources and explain why those sources are reliable and credible.</p> <p>Students will also identify harmful and unreliable websites and express why such sources are not acceptable for use in an academic or professional setting.</p>
<u>Interdisciplinary Connections</u>	<p>Students will learn how to identify reliable sources, websites, etc. and explain why they are reliable. Students will also be able to identify unreliable websites and explain why they are unreliable.</p>

<u>Common Assessments</u>	Teacher Created materials
<u>Materials</u>	
Common Materials	Supplemental Materials
<p>including digital tools reading notebooks and laptops for writing and research, mentor texts Digital Literacy Specific Websites: https://platform.everfi.net/te... https://www.typing.com/ https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11 https://www.renaissance.com/2019/02/08/blog-digital-literacy-why-does-it-matter/ https://sites.google.com/wvrsd.org/njsa1835-435to436/home https://sites.google.com/wvrsd.org/njsa1835-435to436/k-12-curriculum-toolkits https://www.leeandlow.com/ http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal http://www.ala.org/rt/emiert/cskbookawards https://www.scbwi.org/diversity-resources/ https://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf https://diversebooks.org/resources/where-to-find-diverse-books/ http://www.bookwhisperer.com/rec.reading.php</p>	<p>Close In on Close Reading Teaching Channel: Thinking Notes Strategy For Close Reading Summarizing, Paraphrasing & Retelling Strategies for Analyzing Argument Common Core Reading Strategies Informational Text Summarizing Non-Fiction Text YouTube Reading Lessons Middle School Common Core Strategies Teaching Reading Teaching Theme Exploring Character Literary Analysis Vocabulary: Doing It Differently Writing/Language Teacher Tube - Counterclaims and rebuttals Evidence Based Arguments Writing Fix: Word Choice Resources Writing Resources by Strand Word Choice YouTube Argumentative Writing YouTube Writing Exemplars - Argument/Opinion PARCC Writing Resources Harvard College Writing Center Teaching Narrative Writing Exemplars by Grade Level and Aspects to Consider in Writing Thesis Writing Inquiry Based Learning (Edutopia) Inquiry Based Learning (Edutopia) Engaging Students Using Discussion Engaging Students Using Discussion Strategies for Student Centered Discussion Strategies for Student Centered Discussion Socratic Seminar: ReadWriteThink Socratic Seminar: ReadWriteThink Fishbowl Strategy Fishbowl Strategy</p>

New Jersey Student Learning Standards (NJSL)

Subject Area

ELA Companion

8.1 Computer Science: Impacts of Computing
 Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.
 8.1.12.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1 Computer Science: Data & Analysis
 People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
 8.1.12.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2 Design Thinking: Interaction of Technology and Humans
 Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
 8.2.12.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2 Design Thinking: Ethics & Culture
 Technological disparities have consequences for public health and prosperity.
 8.212.EC.1: Explain ethical issues that may arise from the use of new technologies.

9.4 Life Literacies and Key Skills: Information and Media Literacy
 There are ethical and unethical uses of information and media.
 9.4.12.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 L.KL.9-10.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.KL.9-10.2.C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 L.KL.9-10.2.D. Maintain consistency in style and tone.
 RI.CI.9-10.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
 RI.PP.9-10.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
 RI.MF.9-10.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
 RI.AA.9-10.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 RI.CT.9-10.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
 W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 W.IW.9-10.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 W.IW.9-10.2.E. Acknowledge and attempt a formal/academic style, approach, and form.
 W.WP.9-10.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and

	<p>attempting to address purpose and audience.</p> <p>W.WR.9-10.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.SE.9-10.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>SL.PE.9-10.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.PE.9-10.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.PE.9-10.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.PE.9-10.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.PE.9-10.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.ES.9-10.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.PI.9-10.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.UM.9-10.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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[Differentiation](#)

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered	Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments

<p>Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Modifications for Assessments: Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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 Online Safety & Citizenship
 Digital Footprint: Discuss and track the information left online, understanding privacy settings and identity.
 Cyberbullying Patrol: Role-play scenarios to learn how to respond to online meanness and report issues.
 Safe Account Setup: Practice creating strong passwords and understanding privacy when setting up social media or email.
 Creation & Technical Skills
 Coding Games: Use interactive games to introduce basic programming concepts.
 Digital Art/Stop Motion: Create visual projects using drawing apps or animation tools.
 Typing Practice: Engage in games to improve keyboarding and typing speed.
 Virtual Field Trips: Explore different places and cultures using online resources like Google Earth or virtual museum tours.
 Problem-Solving & Research
 Community Action Projects: Research local issues and create digital campaigns (social media, websites) to raise awareness.
 Digital Organization: Use online calendars, to-do lists, and digital libraries to manage schoolwork efficiently.

Unit 3

Digital Literacy in Social Media

<u>Timeframe</u>	Week 21-30
<u>Unit Overview</u>	<p>Primary Focus The primary focus of this unit is to help students understand the importance of digital literacy in terms of social interaction via the internet. For example, proper use of social media.</p> <p>Students will leave this unit being able to explain the following:</p> <ul style="list-style-type: none">-The importance of digital literacy in social communication via the internet.-How to ensure safe use of the internet in all settings.-How to avoid posting sensitive personal information.-How using social media and the internet safely can ensure internet safety while still enjoying all the internet has to offer. <p>Students will learn how to identify sensitive personal information such as security questions, passwords, etc. to ensure they are not falling for internet scams. Students will also be able to identify and explain why specific things may or may not be appropriate to share with the internet.</p>
<u>Essential Questions</u>	<p>What does digital literacy look like in a social media setting? What does digital literacy mean? Why is digital literacy a crucial aspect for digital communication safety? How can we use social media appropriately and effectively? How do I know if what I am about to post is appropriate to audience/task? How can I be sure what I am about to post is appropriate to audience or task? What does appropriate social interaction look like on the internet?</p>
<u>Unit Focus</u>	<p>compare and contrast various pieces of information to determine if it poses a security risk. understand the importance of internet safety and security in everyday life. participate in collegial discussions with our peers and teachers about digital media and literacy. differentiate between good and bad use of social media.</p>

	create a multimedia presentation that outlines and explains the difference between good and bad social media usage. -WALT differentiate between academic and social communication.
<u>Interdisciplinary Connections</u>	Students will learn how to identify appropriate and inappropriate social media interactions and posts and explain why they fit into that category. Students will also understand the security risks many internet communications and interactions pose in everyday life
<u>Common Assessments</u>	Teacher created materials
<u>Materials</u>	
Common Materials	Supplemental Materials
including digital tools reading notebooks and laptops for writing and research, mentor texts Digital Literacy Specific Websites: https://platform.everfi.net/te... https://www.typing.com/ https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11 https://www.renaissance.com/2019/02/08/blog-digital-literacy-why-does-it-matter/ Diversity/Equity/Inclusion Resources and Toolkits: https://sites.google.com/wvrsd.org/njsa1835-435to436/home https://sites.google.com/wvrsd.org/njsa1835-435to436/k-12-curriculum-toolkits Age Appropriate Books about the Holocaust: https://www.slj.com/?detailStory=Commemorate-Holocaust-Remembrance-Day-with-this-Booklist-libraries-students Age Appropriate Books about Diversity and Inclusion: https://www.commonsemmedia.org/lists/books-that-promote-diversity-and-inclusion Age Appropriate books about Black History/Amistad: https://socialjusticebooks.org/booklists/slavery/ Where to Find Diversity Texts: https://www.leeandlow.com/ http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal http://www.ala.org/rt/emiert/ckbookawards	Close In on Close Reading Teaching Channel: Thinking Notes Strategy For Close Reading Summarizing, Paraphrasing & Retelling Strategies for Analyzing Argument Common Core Reading Strategies Informational Text Summarizing Non-Fiction Text YouTube Reading Lessons Middle School Common Core Strategies Teaching Reading Teaching Theme Exploring Character Literary Analysis Vocabulary: Doing It Differently Writing/Language Teacher Tube - Counterclaims and rebuttals Evidence Based Arguments Writing Fix: Word Choice Resources Writing Resources by Strand Word Choice YouTube Argumentative Writing YouTube Writing Exemplars - Argument/Opinion PARCC Writing Resources Harvard College Writing Center Teaching Narrative

<https://www.scbwi.org/diversity-resources/>
<https://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf>
<https://diversebooks.org/resources/where-to-find-diverse-books/>
 Great website for book suggestions in every genre:
<http://www.bookwhisperer.com/rec.reading.php>

Writing Exemplars by Grade Level and Aspects to Consider in
 Thesis Writing
 (Edutopia) Inquiry Based Learning (Edutopia)
 Engaging Students Using Discussion Engaging Students Using Discussion
 Strategies for Student Centered Discussion Strategies for Student Centered
 Discussion
 Socratic Seminar: ReadWriteThink Socratic Seminar: ReadWriteThink
 Fishbowl Strategy Fishbowl Strategy

New Jersey Student Learning Standards (NJSLS)

Subject Area

ELA Companion

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 8.1.12.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
 8.2 Design Thinking: Interaction of Technology and Humans
 Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
 8.2.12.IH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
 8.2 Design Thinking: Ethics & Culture
 Technological disparities have consequences for public health and prosperity.

L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 L.SS.9-10.1.E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
 L.SS.9-10.1.F. Recognize spelling conventions.
 L.KL.9-10.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.KL.9-10.2.C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 L.KL.9-10.2.D. Maintain consistency in style and tone.
 RI.CI.9-10.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
 RI.PP.9-10.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
 RI.MF.9-10.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
 RI.AA.9-10.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 🌱
 RI.CT.9-10.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their

8.2.12.EC.1: Explain ethical issues that may arise from the use of new technologies.

9.4 Life Literacies and Key Skills: Information and Media Literacy

There are ethical and unethical uses of information and media.

9.4.12.IML.10: Examine the consequences of the uses of media (e.g., RI.9-10.7).

9.4.12.IML.11: Predict the personal and community impact of online and social media activities.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

approaches to similar themes and topics.

W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.9-10.2.A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

W.IW.9-10.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.IW.9-10.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.IW.9-10.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.9-10.2.E. Acknowledge and attempt a formal/academic style, approach, and form.

W.WP.9-10.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.9-10.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.9-10.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.9-10.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.9-10.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.9-10.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.9-10.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue

	<p>under discussion.</p> <p>SL.PE.9-10.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.II.9-10.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.ES.9-10.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.PI.9-10.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.UM.9-10.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
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<p>Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Modifications for Assessments: Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Activities

Interactive & Role-Playing Activities

- **[Social Media Safety Skits](#)**: Students pair up to create short, no-prep skits addressing scenarios like handling friend requests from strangers, protecting personal information, and dealing with unkind comments.
- **["Safe or Unsafe" Card Game](#)**: Present students with scenarios (e.g., "sharing a password with a best friend," "reporting cyberbullying," "using a nickname as a username") and have them categorize them as safe or unsafe.
- **[The "Pause & Think" Game](#)**: Use [Common Sense Education resources](#) to teach students to pause before posting, considering how technology affects their feelings and digital footprint.

Digital Citizenship & Safety Lessons

- **[Digital Footprint Map](#)**: Have students create a visual map of their online presence to understand that what they post is permanent and public.
- **["Think It or Say It" Rule](#)**: A discussion-based activity where students determine if a thought is appropriate to post or should be kept to themselves.
- **[Alternative Activity Brainstorming](#)**: Students identify why they use social media (entertainment, connection) and list alternative, offline activities to promote a healthier balance.
- **[Tug of War Scenario](#)**: Use a "tug of war" metaphor to explore different, often conflicting, perspectives on privacy and sharing on social media.

Gamified & Digital Resources

- **[FBI Safe Online Surfing \(SOS\)](#)**: Utilize the [FBI's free, gamified program](#) for 3rd-8th graders to learn about malware, passwords, and cyberbullying.
- **[Online Safety Escape Room](#)**: A 30-minute, classroom-based "escape room" where students solve puzzles related to online safety to "unlock" a computer.
- **[Natterhub](#)**: Use [Natterhub](#), an online tool that mirrors social media platforms in a safe, controlled environment.

Unit 4

Digital Media Use and History

<u>Timeframe</u>	Week 31-40
<u>Unit Overview</u>	Photoshop (Editing Photos)
<u>Essential Questions</u>	<p>How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error? How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged? How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?</p>
<u>Unit Focus</u>	<p>Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. Media artists present, share and distribute media artworks through various social, cultural, and political contexts.</p>
<u>Interdisciplinary Connections</u>	<p>Science: Physics of light and optics Psychology: How the brain interprets images</p> <p>Research online reference material Public speaking criticism</p>
<u>Common Assessments</u>	Teacher created materials

Materials

Common Materials

Supplemental Materials

School provided laptop computer.

New Jersey Student Learning Standards (NJSLs)

Subject Area

ELA Companion

Technology and Culture

Anchor Standard 1: Generating and conceptualizing ideas.
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
Anchor Standard 2: Organizing and developing ideas.
1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
Producing
Anchor Standard 4: Selecting, analyzing, and interpreting work.
Enduring Understanding: Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
Essential Questions: How are complex media arts experiences

ELD-SI.4-12.Narrate
Share ideas about one's own and others' lived experiences and previous learning
Connect stories with images and representations to add meaning

8.1 Computer Science: Computing Systems
A computing system involves interaction among the user, hardware, application software, and system software.
8.1.12.CS.2: Model interactions between application software, system software, and hardware.
9.4 Life Literacies and Key Skills: Creativity and Innovation
With a growth mindset, failure is an important part of success.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

<p>constructed? At what point is a work considered "complete"?</p> <p>1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. Anchor Standard 6: Conveying meaning through art.</p> <p>1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.</p> <p>1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.</p>		
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Differentiation

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Activities

Digital Art Activities

- [Light Painting Photography](#): Use long-exposure apps on tablets/phones to draw with light sources (laser pointers, glow sticks).
- [Digital Collage Creation](#): Teach layering, photo manipulation, and composition using apps like Procreate or Photoshop.
- [Virtual Sketchbooking](#): Use Tayasui Sketches School for younger students to explore digital drawing.
- [Graphic Design/Packaging](#): Create product packaging designs based on sensory analysis (color/line association with smell or taste).
- [Digital Comic Strips](#): Design 6-8 panel comics and add voiceovers, blending visual art with audio.

Digital Music Activities

- [Sound Drawing/Painting to Music](#): Have students paint or draw in real-time, changing shapes and colors based on the tempo and mood of music.
- [Podcast Production](#): Record and edit audio to build storytelling and technical skills.
- [Interactive Composition](#): Use tools like [Google Arts & Culture](#) to explore sound, such as "Blob Opera" or "Blob Beats".
- [Digital Music Notation](#): Utilize software to create and share interactive, collaborative rhythms or songs.

New Jersey Legislative Statutes and Administrative Code Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)). Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35

Standards in Action: **Climate Change** The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream.

The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas.