Kingsway Regional School District

Committed to Excellence

Course Name: Exploring the Digital World	**Grade Level(s): Grade 7 & 8**
Department: Library Media	**Credits: N/A**
BOE Adoption Date: October 2019	**Revision Dates:**

Course Description and Outcomes

Digital media and technology are evolving at a rapid pace, bringing extraordinary opportunities and real risks for young people. Students are using the immense power of the Internet and mobile technologies to explore, connect, create, and learn. The Digital Literacy course guides students in using 21st-century skills such as critical thinking, ethical discussion, media creation, and decision making to think critically, behave safely, and participate responsibly in a digital world. During this course, students will learn to safely interact with digital media and understand the potential of technology for learning. In addition, they will explore issues related to privacy and security, digital footprint, self-image and identity, copyright, relationships and communication, information literacy, cyberbullying, and internet safety. More specifically, students will develop skills to become empowered learners, digital citizens, constructors of knowledge, innovative designers, computational thinkers, creative communicators, and global contributors.

Proficiencies and Pacing Guide:

Course Title: Exploring the Digital World

Unit Title:	Number of Weeks	*Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
Unit 1: Digital Safety & Respect	6 weeks	ISTE 1a ISTE 2b ISTE 3c ISTE 4d ISTE 6c ISTE 6c ISTE 7c ISTE 7d	**Empowered Learner:** Students will understand and be able to leverage technology in order to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. **Digital Citizen:** Students will understand and be able to recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. **Knowledge Constructor**: Students will understand and be able to curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. **Innovative Designe**r: Students will understand and be able to use a variety of technologies within a design process to identify and solve problems by creating new, practical, or imaginative solutions.	● I can demonstrate an understanding the 24/7, social nature of digital media. (DOK 1) ● I can explore my digital footprint. (DOK 1) ● I can act responsibly when carrying out relationships over digital media. (DOK 4) ● I can use a variety of search strategies. (DOK 3) ● I can use new strategies for effective and efficient online searches. (DOK 4) ● I can create and execute a five-step plan for conducting an online search. (DOK 4) ● I can identify identity theft and understand why it is important to guard against it. (DOK 3) ● I can recognize strategies that scam artists use to access private information. (DOK 4) ● I can use strategies to guard against phishing and identity theft. (DOK 4) ● I can reflect on what it means to be brave and stand up for others offline and online. (DOK 3) ● I can show empathy for those who

			Computational Thinker Students will be able to develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions Creative Communicator: Students will be able to communicate clearly and express themselves creatively for various purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Global Collaborator will be able to use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	have been cyberbullied. (DOK 4) ● I can generate multiple solutions for helping others when cyberbullying occurs. (DOK 4) ● I can identify when copyright is a legal system that protects their rights to creative work. (DOK 3) ● I can compare different ways people license their copyrighted work. (DOK ● I can create an original song, perform it in front of the class, and reflect on their copyright for the music. (DOK 4)
Unit 2: Digital Reading: Finding & Consuming	Six weeks	ISTE 1c ISTE 2b ISTE 3a ISTE 4a ISTE 5a ISTE 6c ISTE 7a	Empowered Learner: Students will understand and be able to leverage technology in order to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Digital Citizen: Students will understand and be able to recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	● I can assess how much time they spend with media activities. (DOK 1) ● I can record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos). (DOK 1) ● I can formulate a viewpoint on the role that digital media play in their lives. (DOK 2) ● I can consider ethical questions

| | | | | Knowledge Constructor: Students will understand and be able to curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer: Students will understand and be able to use a variety of technologies within a design process to identify and solve problems by creating new, practical, or imaginative solutions.

Computational Thinker Students will be able to develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions

Creative Communicator: Students will be able to communicate clearly and express themselves creatively for various purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Global Collaborator will be able to use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. | about real-life decisions young creators make in exercising their creative rights and responsibilities. (DOK 4)
• I can recognize that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. (DOK 2)
• I can brainstorm solutions to dilemmas creators might encounter. (DOK 2)
• I can describe the positive aspects of online talking and messaging. (DOK 2)
• I can identify situations in which flirting and chatting become inappropriate and risky. (DOK 2)
• I can understand and apply rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online. (DOK 4)
• I can reflect on the benefits and risks of presenting their identities in different ways online.(DOK 4)
• I can evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.(DOK 2)
• I can analyze whether certain ways people present themselves online |

				are harmless or harmful.(DOK 4) ● I can define gender stereotypes and their impact on people's identities, both online and offline.(DOK 1) ● I can identify gender stereotypes in a virtual world for kids.(DOK 2) ● I can analyze opportunities and limitations for gender expression in virtual worlds (DOK 2)
Unit 3: Digital Collaboration	6 weeks	ISTE 1d ISTE 2b ISTE 3c ISTE 3d ISTE 6d ISTE 7a ISTE 7b	**Empowered Learner:** Students will understand and be able to leverage technology in order to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. **Digital Citizen:** Students will understand and be able to recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. **Knowledge Constructor**: Students will understand and be able to curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	● I can find my digital footprint and recognize that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.(DOK 2) ● I can recognize that people's online information can be helpful or harmful to their reputation and image. (DOK 2) ● I can consider their own digital footprints and what they want those footprints to be like in the future. (DOK 4) ● I can the limitations publishing on the Internet and how it might affect how much I can trust the content of some sites. (DOK 3) ● I can use criteria that will help them evaluate websites. (DOK 1) ● I can apply the criteria to a site to determine how trustworthy and useful content on specific sites is.

| | | | | Innovative Designer: Students will understand and be able to use a variety of technologies within a design process to identify and solve problems by creating new, practical, or imaginative solutions.

Computational Thinker Students will be able to develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions

Creative Communicator: Students will be able to communicate clearly and express themselves creatively for various purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Global Collaborator will be able to use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. | (DOK 1)
● I can reflect on their own impressions of digital drama. (DOK 4)
● I can compare underlying messages about drama on reality TV with "real world" digital drama among young teens. (DOK 2)
● I can think critically about gender stereotypes (DOK 4) |

Unit 1: Digital Safety & Respect	Unit Length Months/Weeks: 6 WEEKS

Unit Description: Students will be able to describe the uses of online resources, identify and use strategies to search for credible online databases, protect their online identity, identify and guard against cyberbullying, and understand their rights as a "creator" of content.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#) These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.*

Learning Goals & ([Primary Content Standards](#)):	Learning Objectives ([Identify the DOK Level](#)):
ISTE 1a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. **ISTE 2b:** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. **ISTE 3c:** Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **ISTE 4d:** Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. **ISTE 6c:** Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. I**STE 6d:** Students publish or present content that customizes the message and medium for their intended audiences. **ISTE 7c**: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. **ISTE 7d:** Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	● I can demonstrate an understanding the 24/7, social nature of digital media. (DOK 1) ● I can explore my digital footprint. (DOK 1) ● I can act responsibly when carrying out relationships over digital media. (DOK 4) ● I can use a variety of search strategies. (DOK 3) ● I can use new strategies for effective and efficient online searches. (DOK 4) ● I can create and execute a five-step plan for conducting an online search. (DOK 4) ● I can identify identity theft and understand why it is important to guard against it. (DOK 3) ● I can recognize strategies that scam artists use to access private information. (DOK 4) ● I can use strategies to guard against phishing and identity theft. (DOK 4) ● I can reflect on what it means to be brave and stand up for others offline and online. (DOK 3) ● I can show empathy for those who have been cyberbullied. (DOK 4) ● I can generate multiple solutions for helping others when cyberbullying occurs. (DOK 4) ● I can identify when copyright is a legal system that protects their rights

7

to creative work. (DOK 3)
- I can compare different ways people license their copyrighted work. (DOK
- I can create an original song, perform it in front of the class, and reflect on their copyright for the music. (DOK 4)

Essential Questions:	Enduring Understandings:
What is the place of digital media in our lives?	Digital media serves to allow users to create, communicate, and interact with one another or with the device or application itself.
Why is it important to be safe when navigating the online world?	The online world provides vast amounts of access to information and it is important to navigate it with caution and purpose.
What do we mean by social in social media? What are the consequences of oversharing online?	Social media outlets serve both benefits and detriments to our society so it is important to be an informed and knowledgeable consumer.
Why are "creative" rights important?	Digital citizens protect private information for themselves and others.
**Secondary Assessments	*Primary Assessments
Create Similes Strategic Searching Scams and Schemes Phishing Email Cyberbullying Exit ticket A Creator's Rights- copyright survey	Strategies Searching Assessment Scams and Schemes Assessment Cyberbullying Assessment A Creator's Rights Assessment

Interdisciplinary Connections: *CORE AREA CONNECTIONS*
NJ SLS RI.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences are drawn from the text. **NJ SLSRI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **NJ SLSRI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **NJ SLS RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **NJ SLSRI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

NJ SLS RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJ SLS W.7.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJ SLS W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJ SLS W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

NJ SLS W.7.10 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.

NJ SLS SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views

NJ SLS SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

NJ SLS SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

NJ SLS SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJ SLS SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJ SLS L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

NJ SLS L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

---

Career Ready Practices: *Note applicable CRPs used within the unit*

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): *Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.*

Integration of Technology:

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Course/Unit Resources:

Common Sense Education https://www.commonsense.org/education/

Unit 2: Digital Reading: Finding and Consuming	Unit Length Months/Weeks: 6 WEEKS

Unit Learning Goal(s): Students will evaluate their use of media, make informed decisions about their use of media and their identity on online platforms.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#) These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.*

Learning Goals & ([Primary Content Standards](#)):	Learning Objectives ([Identify the DOK Level](#)):
ISTE 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. **ISTE 2b:** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. **ISTE 3a**: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.. **ISTE 4a:** Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. **ISTE 5a:** Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. **ISTE 6c:** Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. **ISTE 7a:** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	● I can assess how much time they spend with media activities. (DOK 1) ● I can record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos). (DOK 1) ● I can formulate a viewpoint on the role that digital media play in their lives. (DOK 2) ● I can consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities. (DOK 4) ● I can recognize that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. (DOK 2) ● I can brainstorm solutions to dilemmas creators might encounter. (DOK 2) ● I can describe the positive aspects of online talking and messaging. (DOK 2) ● I can identify situations in which flirting and chatting become inappropriate and risky. (DOK 2) ● I can understand and apply rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online. (DOK 4) ● I can reflect on the benefits and risks of presenting their identities in different ways online.(DOK 4)

- I can evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.(DOK 2)
- I can analyze whether certain ways people present themselves online are harmless or harmful.(DOK 4)
- I can define gender stereotypes and their impact on people's identities, both online and offline.(DOK 1)
- I can identify gender stereotypes in a virtual world for kids.(DOK 2)
- I can analyze opportunities and limitations for gender expression in virtual worlds (DOK 2)

Essential Questions:	Enduring Understandings:
What is the role of media in our society, and how can we become responsible consumers and producers of news and information in the digital age?	Living in a world a media- immersed world requires consumers to be critical thinkers and responsible citizens as they navigate the digital age.
What is our responsibility with "fake news" as consumers and producers?	Consumers are responsible for being critical thinkers and responsible producers.
What roles do confirmation bias, stereotyping, and other cognitive biases impact how we interpret events, news, and information?	As consumers, we are responsible for responsibly navigating the plethora of digital information to grow in our understanding and synthesize it to make informed decisions.
*Secondary Assessments	*Primary Assessments
My Media- graph activity A Creator's Responsibility- Henry's Story Activity Safe Online-What is risky? Which Should I be? - Take a stand journal entry Gender Stereotypes-Gender Messages in Virtual Worlds	My Media Assessment A Creator's Responsibility Assessment Safe Online-Assessment Which Should I be? Assessment Gender Stereotypes Assessment

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.* ● *CORE AREA CONNECTIONS*
NJ SLS RI.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences

drawn from the text.

NJ SLSRI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

NJ SLSRI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJ SLS RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

NJ SLSRI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

NJ SLS RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJ SLS W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJ SLS W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJ SLS W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

NJ SLS W.7.10 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.

NJ SLS SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

 A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

 D. Acknowledge new information expressed by others and, when warranted, modify their own views

NJ SLS SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

NJ SLS SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

NJ SLS SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJ SLS SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJ SLS L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

NJ SLS L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): *Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.*

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Course/Unit Resources:

Common Sense Education https://www.commonsense.org/education/

Unit 3: Digital Collaboration	Unit Length Months/Weeks: 6 WEEKS

Unit Learning Goal(s): Students will be able to understand and evaluate their digital footprint as a consumer and creator online.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet**. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.*

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
ISTE Standards: **ISTE 1d:** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **ISTE 2b:** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. **ISTE 3c:** Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. **ISTE 3d:** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. I**STE 6d:** Students publish or present content that customizes the message and medium for their intended audiences. **ISTE 7a:** Students use digital tools to connect with learners from a variety of	● I can find my digital footprint and recognize that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.(DOK 2) ● I can recognize that people's online information can be helpful or harmful to their reputation and image. (DOK 2) ● I can consider their own digital footprints and what they want those footprints to be like in the future. (DOK 4) ● I can the limitations publishing on the Internet and how it might affect how much I can trust the content of some sites. (DOK 3) ● I can use criteria that will help them evaluate websites. (DOK 1) ● I can apply the criteria to a site to determine how trustworthy and useful content on specific sites is. (DOK 1) ● I can reflect on their own impressions of digital drama. (DOK 4) ● I can compare underlying messages about drama on reality TV with "real world" digital drama among young teens. (DOK 2) ● I can think critically about gender stereotypes (DOK 4)

backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Essential Questions:	Enduring Understandings:
Why is understanding your digital footprint important?	Your digital footprint directly links to your uniqueness and builds an online reputation and impression.
Why is a positive digital footprint essential?	Your digital footprint is permanent, despite attempts to delete it.; Digital citizens responsibly locate, evaluate, and ethically use information from a variety of digital sources.
Why is it important for creators to post and protect their original work online?	Copyright is a legal system that protects rights to creative work; The purpose of copyright law is to promote the progress of useful arts and science by protecting the exclusive right of authors and inventors to benefit from their works of authorship.
*Secondary Assessments	***Primary Assessments**
Trillion Dollar Footprint- video and choose a host activity Can Anyone be an Author? Activity The Reality of Digital Drama free write Cyberbullying-Stacey's Story Activity Rework, Reuse, Remix- Public Domain and Fair Use	Trillion Dollar Footprint-Assessment Identifying High Quality Assessment The Reality of Digital Drama Assessment Cyberbullying- Assessment Rework, Reuse, Remix Assessment

Interdisciplinary Connections: *CORE AREA CONNECTIONS*

NJ SLS RI.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
NJ SLSRI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
NJ SLSRI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals

influence ideas or events).

NJ SLS RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

NJ SLSRI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

NJ SLS RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJ SLS W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJ SLS W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJ SLS W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

NJ SLS W.7.10 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.

NJ SLS SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

 A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

 D. Acknowledge new information expressed by others and, when warranted, modify their own views

NJ SLS SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

NJ SLS SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

NJ SLS SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJ SLS SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJ SLS L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

NJ SLS L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): _Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit._

Integration of Technology: _Note applicable NJ technology standards used within the unit_
8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Course/Unit Resources:
Common Sense Education https://www.commonsense.org/education/