

Verona Public School District Curriculum Overview

Digital Literacy



Curriculum Committee Members:
Dr. Stacey Smith

Supervisor:
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Curriculum Developed:
Summer 2022

Board Approval Date:
August 30, 2022

Verona Public Schools
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Verona Public Schools Mission Statement:
In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

Course Description:
With technology and social media being a significant portion in the lives of our children, Digital Literacy is an important tool to help them navigate safely. In this course, we will investigate safe and valid web sites, social media, and appropriate internet behavior. Students will begin to build an understanding of the basics of internet safety, a greater understanding of privacy settings, and what to and not to share on social media.

Prerequisite(s): None



Standard 8: Digital Literacy	
The curricular expectation for the Standard 8: Computer Science and Design Thinking standards in classes that are not specifically focused on computer science or engineering is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The computer science and design thinking standards and practices are to be incorporated into other disciplines and contexts as appropriate.	
8.1: Literacy	8.2: Technology
Computing Systems (CS) X Networks and the Internet (NI) Impacts of Computing (IC) Data & Analysis (DA) Algorithms & Programming (AP)	Engineering Design (ED) X Interaction of Technology and Humans (ITH) Nature of Technology (NT) Effects of Technology on the Natural World (ETA) X Ethics and Culture (EC)
Computer Science and Design Thinking Practices	
Fostering an Inclusive Computing and Design Culture Collaborating Around Computing and Design Recognizing and Defining Computational Problems Developing and Using Abstractions Creating Computational Artifacts Testing and Refining Computational Artifacts Communicating About Computing and Design	

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices	
The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.	
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>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.</i>
Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. X CLKS4 Demonstrate creativity and innovation. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CLKS1 Act as a responsible and contributing community member and employee. X CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CLKS6 Model integrity, ethical leadership, and effective management. CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CLKS3 Consider the environmental, social, and economic impact of decisions. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none">Common Sense Education ResourcesMedia SmartsNewsguard	<ul style="list-style-type: none">HandoutsVideosSurveysExit cardsSocial media platforms



Unit Title / Topic: Digital Literacy		Unit Duration: 15 weeks (Cycle)	
Stage 1: Desired Results			
Established Subject Area Goals (AASL 21st Century Standards):			
<ul style="list-style-type: none">1.1.4: Find, evaluate, and select appropriate sources to answer questions.1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.2.1.4: Use technology and other information tools to analyze and organize information.2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.3.1.2: Participate and collaborate as members of a social and intellectual network of learners.3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.3.1.6: Use information and technology ethically and responsibly.4.1.7: Use social networks and information tools to gather and share information.			
Interdisciplinary Standards (NJSLs):			
<ul style="list-style-type: none">W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			
Technology Integration (NJSLs 8):			
<ul style="list-style-type: none">8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.8.2.8.ITH.2: Compare how technologies have influenced society over time.8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.			
21st Century Skills Integration (NJSLs 9):			
<ul style="list-style-type: none">CLKS1 Act as a responsible and contributing community member and employee.CLKS3 Consider the environmental, social, and economic impacts of decisions.CLKS4 Demonstrates creativity and innovation.CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.CLKS6 Model integrity, ethical leadership and effective management.CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.			
Transfer Goal:			
<ul style="list-style-type: none">Students will be able to <u>independently</u> use their learning to safely navigate the internet.			
Students will understand that:		Essential Questions:	
<ul style="list-style-type: none">Explain how they will use digital literacy or digital citizenship in certain places in their lives.Develop areas where they can “do” digital citizenship by practicing positive contributions to online discussions, creating a positive online presence, using social media for an authentic cause, or other means of contributing something positive to the digital landscape, as well as accurate and safe online research.Demonstrate their own competency in digital literacy and digital citizenship by using Twitter, Facebook, or other social media tools to communicate safely.Their roles and behaviors as a digital citizen.The legal ramifications of digital activities.The importance of being an upstander while working digitally.Misinformation is spread through social media and technology.		<ul style="list-style-type: none">What does it mean to be a digital citizen?What rights and responsibilities do I have as a digital citizen?How do I handle peers who are irresponsible with technology?How do we deal with “fake news” and “fake” information?	
Students will know:		Students will be able to:	
<ul style="list-style-type: none">The importance of internet security and safety.How to safely navigate websites.		<ul style="list-style-type: none">Explain how they will use digital literacy or digital citizenship in certain places in their lives.	



<ul style="list-style-type: none">How to locate reliable sources.	<ul style="list-style-type: none">Identify how digital literacy and digital citizenship is an important part of daily life.Participate in discussions where they can “do” digital citizenship by practicing positive contributions to online discussions, creating a positive online presence, using social media for an authentic cause, or other means of contributing something positive to the digital landscape, as well as accurate and safe online research.Demonstrate their own competency in digital literacy and digital citizenship by using Twitter, Facebook, or other social media tools to communicate safely.
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Stage 2: Acceptable Evidence

Transfer Task & Unit Assessments: <ul style="list-style-type: none">Safe use of technology and social mediaHandoutsWeb sitesAccess to social media	Other Evidence: Formal: <ul style="list-style-type: none">Providing written/verbal responses to the EQs.Reflect on their own digital literacy and digital citizenship, and make plans for improvement where needed as digital learners and citizens..Reflect on the impact to their students of embedding digital literacy and digital citizenship instruction in what they are already doing in their classrooms. Informal <ul style="list-style-type: none">Exit tickets
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Stage 3: Activities

<p>Learning Activities:</p> <ol style="list-style-type: none">Verifying information online- worksheets and videos- fact checking resources, verification activity, locating sources,Behaving ethically online-videos, definitions i.e plagiarism, scenarios, survey,Responding to online hate speech- See-Think-Wonder activity, small group discussion about hate speech, videos,dealing with a bullySexting and relationships-Sensitive topic discussion, sharing (will vary with group) videos, outcomes, Group work, social networking- individual one-on-one (N.J.S.A. 18A:35-4.33)Social Media and our digital footprints- views on social media, group discussion,Social media and the political/commercial implications- Review what we see in the media, “fakes new” VS reality, videos, identify the purpose of a website,Being Aware of what you share- discussion of sticky situations/scenarios, discussion of social media privacy and privacy policiesDigital Media and your brain- digital media as a positive and negative, videos, discussions,Cyberbullying-handouts and discussions of what cyberbullying is, what to do and not to do, how to stop it <p>*** key vocab will be provided with each lesson***</p>
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Reference Materials

<ul style="list-style-type: none">Common Sense Education ResourcesMedia Smarts

Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF): <ul style="list-style-type: none">Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)Substitute a hands-on activity or use of different media in projects for a written activityProvide word banks / word wallsPrepare and distribute advance notesProvide model sentence frames and sentence starters for both oral responses and written responsesProvide additional time to complete assessments and assignmentsModel and use gestures to aid in understandingModel tasks by giving one or two examples before releasing students to work independentlyPresent instructions both verbally and visuallySimplify written and verbal instructionsAvoid slang and idiomatic expressions.Speak clearly and naturally, and try to enunciate words, especially their ending sounds.Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)	Differentiation for English Language Learners: <ul style="list-style-type: none">Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)Substitute a hands-on activity or use of different media in projects for a written activityProvide word banks / word wallsPrepare and distribute advance notesProvide model sentence frames and sentence starters for both oral responses and written responsesProvide additional time to complete assessments and assignmentsModel and use gestures to aid in understandingModel tasks by giving one or two examples before releasing students to work independentlyPresent instructions both verbally and visuallySimplify written and verbal instructionsAllow students to use eDictionariesAvoid slang and idiomatic expressions.Speak clearly and naturally, and try to enunciate words, especially their ending sounds.Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)	Differentiation for Enrichment: <ul style="list-style-type: none">Provide a variety of individualized work centersProvide student the opportunity to demonstrate for the classCreate additional projects in a different mediumIndividual presentationsMultiple mediums in projectCooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.Metacognitive Journals: Students will generate their own topics.Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.In-class short research assignments: Students will be encouraged to create additional research topics from
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<ul style="list-style-type: none">● Provide Interactive Supports (Pair or Partner work, Group work, Peer Mentor)● Simplify the language, format, and directions of the assessment● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling● Allow editing and revision before grading● Design projects and assessment for student that require reduced sentence or paragraph composition● Utilize alternate reading assignments/materials at the student's reading level.● Allow for alternate seating for proximity to peer helper or teacher as necessary● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)● When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none">● 20 strategies to Support EAL Children● What English Language Learners Wish Teachers Knew - Education Week● A Starting Point: Tips and resources for working with ESL newcomers	<ul style="list-style-type: none">● Simplify the language, format, and directions of the assessment● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling● Allow editing and revision before grading● Design projects and assessment for student that require reduced sentence or paragraph composition● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments● Utilize alternate reading assignments/materials at the student's reading level.● Allow for alternate seating for proximity to peer helper or teacher as necessary● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)● When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none">● 20 strategies to Support EAL Children● What English Language Learners Wish Teachers Knew - Education Week● A Starting Point: Tips and resources for working with ESL newcomers	<p>the teacher's suggestions.</p> <ul style="list-style-type: none">● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions.● Essential Question: Students will be encouraged to craft their own essential questions for the text.● Substituting group or individual activities● Use of leveled text and/or tiered writing assignments● Substituting oral and/or written directions● Implementing more data base and critical base questions● Adjusting timeline and product requirements● Enhancing specific content by expanding content responsibilities● Utilize more challenging materials
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