PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Digital Literacy
Curriculum

2.5 Credits

Unit One

PATERSON PUBLIC SCHOOLS

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Digital Literacy

Course Description

Students will utilize digital media and environments to develop a sound understanding of their digital presence and develop innovative ideas, products and processes with this knowledge. Students will explore how their online presence and interactions contributes to their Digital Footprint and future. In this course students will gain valuable Digital Literacy Skills and utilize those skills to develop College and Career Readiness.

Course Goals

1. Students will have thorough understanding of utilizing various computer applications including word processing and various presentation options including but not limited to sites, blogs and other social media.

2. Students will utilize the immense power of digital media to explore, connect create and learn in innovative ways while becoming aware of appropriate usage and digital responsibility.

3. Students will gain a valuable understanding of Internet safety and security concerns, ethical and behavioral issues and digital literacy skills.

4. Students will identify and create a positive Digital Footprint, learn and apply Digital Literacy skills and develop into model Digital Citizens.

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Digital Literacy

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Digital Footprint and Safety; Digital Image and Identity	approx. 9 weeks
Unit 2	Digital Literacy for College and Career Readiness	approx. 8 weeks
Final Exam	Review and Final Exam	approx. 1 week

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Educational Technology Standards
8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.D.4, 8.1.12.D.5

> **Digital Citizenship**
> - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
> - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
> - Compare and contrast policies on filtering and censorship both locally and globally.
> - Research and understand the positive and negative impact of one's digital footprint.
> - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills 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. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

Career Ready Practices

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

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Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

Common Core State Standards (CCSS)

CCSS - English-Language Arts

- RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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Course: Digital Literacy Unit: 1 – Digital Footprint and Safety; Digital Image and Identity Grade Level: 9-12	Unit Overview: This unit is intended to explore the internet with a fresh critical eye and evaluate norms or habits we use online as a precursor to designing a digital footprint

New Jersey Student Learning Standards (NJSLS): 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.D.4, 8.1.12.D.5
Common Core State Standards (CCSS): RL.11-12. 1, RL.11-12. 2, RL.11-12.3, RL.11-12.4. RL.11-12.5, RL.11-12.6, RL.11-12.7

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
1. Students learn strategies for managing their online information and keeping it secure from online risks.	How safe is the internet? How can I protect my identity online? What are best practices for protecting my identity online?	Setting a "Strong" Password Managing my online image Monitor Credit Profile Understand how Anti-Virus software works Recognize "red flags" of online scams What to do to prevent being hacked and what to do if your email is hacked Act as a responsible and	http://www.wnyc.org/shows/newtechcity/ https://www.commonsensemedia.org/educators http://www.makeuseof.com/tag/9-ways-prevent-identity-theft-online-activities/ http://www.onguardonline.gov/ https://www.consumer.ftc.gov/scam-alerts	Commonsense Media Unit 1-Digital Life 102 Create professional email account with "strong" unique password Change passwords to all online resources - make all unique Game - Invasion of the Wireless Hackers - onguardoneline.gov Game - P2P Three Play

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		contributing citizen and employee Apply appropriate academic and technical skills.		Review and summarize an online scam
2. Students learn to protect their own privacy and respect others' privacy.	What should I keep private for myself and others and why	Determine how much info is too much to share about myself and others Learn the many ways we are being watched unsuspected online Learn how prospective educators and employers learn about us before you apply to college or for a job Act as a responsible and contributing citizen and employee Apply appropriate academic and technical skills. Consider the environmental, social and economic impacts of	https://www.commonsensemedia.org/educators http://kwhs.wharton.upenn.edu/lesson_plans/you-are-your-brand/	Commonsense Media Unit 1-Oops! I broadcast it on the Internet Commonsense Media Unit 4-Private today, Public tomorrow, Does it Matter Who has your Data? Students identify how much information is online about them and, if that information is potentially harmful and update that information as needed

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		decisions.		
3. Students will explore their rights and responsibilities of consuming and contributing of digital information.	Why can't I exercise my 1st Amendment Rights on Freedom of speech and say whatever I feel on the internet?	Determine how personal contribution to online communities affect others and the entire online community Learn how to recognize the red flags of poor digital etiquette and cyber bullying Framework for conducting oneself online Act as a responsible and contributing citizen and employee Apply appropriate academic and technical skills.	https://www.commonsensemedia.org/educators http://www.digitalcitizenship.net/Nine_Elements.html	Commonsense Media Unit 1-Copyrights and Wrongs, Feeling on Display, Cyberbullying and Online Cruelty Commonsense Media Unit 2 Commonsense Media Unit 3 Commonsense Media Unit 4 - Cutting back on Hate Speech
4. Students will become effective researchers learning how to identify and evaluate quality, credible and valid information sources and	How much of what I find on the internet can I believe?	Effective Online Research Gathering & Using information How to correctly use	http://www.digitalliteracy.gov/resources-by-term/79 https://www.commonsensemedia.org/educators/c	Read the following http://kwhs.wharton.upenn.edu/lesson_plans/innovative-ideas-come-need/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
how to give the proper acknowledgement to the creator.		Annotation (non plagiarism) Making Decisions Demonstrate creativity and innovation	urriculum http://www.ikeepsafe.org/educators_old/more/google/ http://www.digizen.org/ https://www.teachingchannel.org/blog/2013/10/18/digital-citizens-video-playlist/	Generate a research paper and/or presentation around this topic using APA format. Innovation comes from Need. Common Sense Media Unit 4 - Retouching Reality
5. Students will explore online communities and how to interact in a positive manner and what to do in a negative situation.	Am I a positive or negative contributor to the virtual communities I join? How do I make decisions to both consume and create information to be a responsible online citizen?	Communication and Collaboration on an online Community How to get money to start a company Create and maintain an online image for yourself Consider the environmental, social and economic impacts of decisions.	PwC Your Personal Brand http://www.pwc.com/us/en/careers/campus/programs-events/personal-brand/index.jhtml https://edublogs.org/ https://www.kickstarter.com/ https://www.linkedin.com/title/high-school-student	Identify a company on Kickstarter you would invest in and why Create a profile on LinkedIn Create a classroom wiki page for students to complete a project in teams PwC Image creation framework

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		Act as a responsible and contributing citizen and employee.		
6. Students will develop their communication skills to develop positive online interactions building on digital ethics and citizenship.	By whose standards should online behavior be evaluated? What is my digital footprint? What does my digital presence portray? How does this impact my preparation for college and career?	Refine online image for higher education Practice the communication required in a professional academic environment Act as a responsible and contributing citizen and employee. Consider the environmental, social and economic impacts of decisions. Model integrity, ethical leadership and effective management	http://www.wnyc.org/shows/newtechcity/ http://www.edutopia.org/social-emotional-learning-introduction https://www.ted.com/talks https://www.commonsensemedia.org/educators/scope-and-sequence	Create a classroom blog with Edublog Evaluate the image we have of others Join online community Create video of a negative online interaction and a positive online interaction Common Sense Media Unit 4 Breaking Down Hate Speech, Common Intelligence
7. Students will explore their own online identities and compare with offline. Students will learn and apply how to create a positive online persona	Is my offline and online identity synchronized? Do I say things online that I don't have the courage to say in	Increased awareness of the tendency to disassociate online identity from real identity Create an online identity	http://www.edutopia.org/social-emotional-learning-introduction https://www.ted.com/watch/tedx-talks	Create a podcast on the top 5 things you learned in Digital Literacy and how this will impact your future interactions and social decisions.

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
and the effects on their offline relationships (Adapted from Common Sense Media)	person?	that is effective for higher education and employment Act as a responsible and contributing citizen and employee Model integrity, ethical leadership and effective management		Common Sense Media Unit 3 - Becoming a Web Celeb, College Bound

Unit 1 Vocabulary	
• password • Credit Profile • Anti-virus • online scams • email hacked • online privacy	• cyber bullying • digital etiquette • APA format • plagiarism • wiki • blog • podcast

Suggested Unit Projects	
Choose At Least One	
Create Blog on pertinent topic relevant learned topics on Digital Safety and Digital Footprint	Create Movie on Exploring relevant learned topics on Digital Safety and Digital Footprint

Suggested Structured Learning Experiences	
• North Jersey Media Group, Woodland Park, NJ • Apple Store/Headquarters, NYC • Berkeley College, Woodland Park, NJ • Sony Wonderlab, Manhattan, NYC • PNC Corporate HQ, Woodland Park and/or Paramus, NJ • PwC Pricewaterhouse Coopers Corporate Office, Jersey City, NJ • AT&T Job Shadowing Corporate Office, Paramus, NJ	Additional: • Virtual Field Trip Options -Google Hangout with Career Speakers -Mystery Skype City, NJ