

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.

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

Educational Technology Standards

8.1.12.C.1, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Research and Information Fluency**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

➤ **Critical Thinking, Problem Solving, and Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social 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

Career Ready Practices

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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> 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

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.)

<p>Course: Digital Literacy</p> <p>Unit: 2 – Using the Internet for College and Career Readiness</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>This unit is intended to support students build a digital footprint that support their career and college goals based on their new understanding of the internet</p>
<p>New Jersey Student Learning Standards (NJSLS): 8.1.12.C.1, 8.1.12.E.1, 8.1.12.E.2, 8.1.12.F.1</p>	
<p>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</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>1. Students demonstrate a sound understanding of technology concepts, systems, and operations</p>	<p>Can technology replace everything?</p> <p>What can technology not replace?</p> <p>Where do ideas for technology come from?</p> <p>How is innovation derived from a need/solution?</p>	<p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills</p> <p>Communicate clearly and effectively and with reason.</p> <p>Consider the environmental, social and economic impacts of decisions</p>	<p>http://www.wnyc.org/story/techtalk/</p> <p>http://kwhs.wharton.upenn.edu/lesson_plans/innovative-ideas-come-need/</p>	<p>Conduct research Google Form with student body to identify a need or issue? How can innovation lead to the solution?</p> <p>Provide informational text on the following concepts/issues: Technology Trends e.g. Net Neutrality Technology Adoption rates</p> <p>Technology Attachment</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
<p>2. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Are we addicted to our devices? Is there benefit in not having a device present at all times?</p> <p>Understand the relationship we have with technology and what is a healthy and recognize an unhealthy relationship</p> <p>Understand the limitations of what we call multitasking and when it is ok and when it is unacceptable</p>	<p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills</p> <p>Communicate clearly and effectively and with reason.</p> <p>Consider the environmental, social and economic impacts of decisions.</p>	<p>http://www.wnyc.org/shows/newtechcity/</p> <p>https://www.digitalcompass.org/game/</p>	<p>Texting in Class - Truth about multitasking</p> <p>Phone etiquette</p> <p>The Tipping Point</p> <p>Have students summarize and report back via digital presentation.</p>
<p>3. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>If all the information we need to learn is online, what is the benefit of coming to school?</p> <p>What communications are best done in person instead of online?</p>	<p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies</p>	<p>Google Hangout</p> <p>Edu Blogger</p> <p>Google Docs</p>	<p>Google Hangout with Career speaker</p> <p>Complete project online</p> <p>Mystery Skype with an 11th grade class in another country, town,</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
	<p>What does app based environment promote for my age group?</p>			<p>state or school in Paterson NJ</p> <p>Cloud based working environment with collaborators.</p>
<p>4. Students apply digital tools to gather, evaluate, and use information. Developed from ISTE Standards (S)</p>	<p>Are conducting surveys and analyzing data an accurate way to know the opinions of others?</p> <p>What type of information would be valuable to collect?</p> <p>Understand the type of information you are not likely to capture digitally?</p> <p>How can I present this information to inform others?</p> <p>Can information presented be skewed to support my opinion?</p> <p>What are the implications of this on society?</p>	<p>How to conduct a survey using Google Forms, gather information, determine findings</p> <p>Use online tool to enhance financial literacy</p> <p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies</p> <p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills</p> <p>Communicate clearly and effectively and with reason.</p>	<p>http://www.everfi.com/everfi</p> <p>Google Sites/Forms</p> <p>Weebly to create websites</p>	<p>Use Everfi tool to increase Financial Literacy knowledge</p> <p>Create LinkedIn Profile</p> <p>Develop Professional Portfolio on a website using Google Sites</p> <p>Explore Timesheet apps to track hours for current employment</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		Consider the environmental, social and economic impacts of decisions.		
5. Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.	How do we stay on the pulse of technology and recognize shifts in perception and direction? How do I develop reading comprehension online?	Communicating Strategies including appropriate medium, timing, accuracy, flow, presentation, graphics Communicate clearly and effectively and with reason. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity	https://www.ted.com/topics/technology https://newsela.com/ http://davidpogue.com/ (Technology Columnist)	Read a current, information text and create digital presentation on new technology and present to the class (podcast, video blog)
6. Demonstrate the use of the concepts, strategies and systems for creating, obtaining and conveying ideas and information to enhance communication.	What is the best way to find what you are looking for online? How do I employ digital literacy skills to filter through information?	Research and present finding related to technology related topic Apply appropriate academic and technical skills.	http://www.slideshare.net/sweetsearch/teaching-the-ten-steps-to-better-web-research Information Literacy:	Create a personal, professional website Glogster Digital Story of self and goals for future. Start a professional,

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
	<p>How do I use this knowledge to present my best self for college and career preparation?</p> <p>What best sources help me to present a positive digital footprint to potential employers/educational institutions?</p>	<p>Employ valid and reliable research strategies.</p> <p>Communicate clearly and effectively and with reason.</p> <p>Plan education and career paths aligned to personal goals.</p> <p>Use technology to enhance productivity.</p>	<p>https://www.common SenseMedia.org/educators/cope-and-sequence</p>	<p>academic Blog</p> <p>Complete a career self, assessment.</p> <p>Create a Digital Portfolio for College and Career preparation</p>
<p>7. Locate, organize, and reference written information from various sources to communicate with others.</p>	<p>Are artists/authors hurt when their work is used but not acknowledged?</p> <p>What are several options for creating a movie and telling a story with integrity?</p> <p>How would I feel if my work was used without my permission?</p> <p>What are the implications for entrepreneurs?</p>	<p>Communicate clearly and effectively and with reason.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies.</p> <p>Plan education and career paths aligned to personal goals.</p>	<p>http://www.slideshare.net/sweetsearch/teaching-the-ten-steps-to-better-web-research</p> <p>https://www.ted.com/talks</p> <p>http://kwhs.wharton.upenn.edu/nbea_standards/entrepreneurship/entrepreneurial-opportunities/</p>	<p>Create youtube video or create an iMovie using information from several sources and media about the entrepreneurial spirit. What does it take to be an entrepreneur? Cite the information properly. Create as much of the content as possible.</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
		Use technology to enhance productivity.		

Unit 2 Vocabulary

<ul style="list-style-type: none"> • identity theft • virtual • Morality vs. Ethics • Ethical framework • Swatting • Rumor spreading • Inappropriate Selfies 	<ul style="list-style-type: none"> • Digital Citizenship • Upstander • Bystander • Blog • Credit Profile • Social Media
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Suggested Unit Projects

Choose At Least One

<p>Continue to build upon Unit 1 Project Option. Compare and Contrast growth and decision making based on new knowledge of coursework.</p>	<p>Create Student Digital Portfolio Wiki/Website for College and Career Track (resume, cover letter, academic goals and accomplishments)</p>
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Suggested Structured Learning Experiences

<ul style="list-style-type: none"> • 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 	<p>Additional:</p> <ul style="list-style-type: none"> • Virtual Field Trip Options -Google Hangout with Career Speakers -Mystery Skype City, NJ
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