

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT

K-4 Media Center

COURSE TITLE

Grade 3 Digital & Media Literacy

Board of Education

Mr. Richard Young, President

Ms. Jane Luciano, Vice President

Ms. Leslie Dee

Mrs. Sharon DeVito

Mr. Vito Galluccio

Mr. Thomas Halm, Jr.

Mr. Craig Heilmann

Ms. Lisa Temple

Mr. Scott Veisz

Dr. Kathie Foster, Superintendent

Dr. Kimberly Tew, Assistant Superintendent

Curriculum Writing Committee

Kristin Aquilino

Supervisors

Amanda Carpena

BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Every individual develops intellectually by learning. Every student is special, with unique combinations of abilities and needs that affect their learning. All children deserve the opportunity to learn in ways that make the most of their strengths. Here are some of the many ways that students learn.

All of these characteristics are reflected and addressed in the following curriculum.

- Trial and error
- Exploring
- Repeating
- Questioning
- Doing
- Experimenting
- Talking
- Experiencing
- Looking
- Role play
- Listening

This curriculum encourages children to be active learners who develop the intellectual discipline necessary to become contributing, ethical citizens.

Course Description

Creating and sharing media in a digital environment has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. Young people are actively manipulating digital media to participate in social and cultural life, to pursue their interests and to express themselves online. Through studying digital media literacy, students will learn to use digital technology to engage in self-directed enquiry, to discriminate between multiple sources of information and to participate safely and effectively in an online environment.

This curriculum is composed of three units modeling Common Sense Media and four units modeling Google's Interland. Each unit is composed of lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. Many of the units and lessons are from Common Sense Media. Common Sense Education's Digital Citizenship Curriculum empowers students to think critically, behave safely, and participate responsibly in our digital world. These 21st-century skills are essential for students to harness the full potential of technology for learning. Taught by classroom teachers, librarians, technology specialists, health educators, and guidance counselors around the world, this 3-4 curriculum:

- Introduces reliable, research-based information to students about digital media and their impact
- Offers a comprehensive yet balanced approach in addressing safety and security concerns, including ethics and behavior issues, as well as digital literacy skills
- Includes research-based lessons based on the work of Howard Gardner and the GoodPlay Project at the Harvard Graduate School of Education

- Provides student-centered, media-rich lesson materials that emphasize skill building, critical thinking, ethical discussion, media creation, and decision making to students of all ages
- Addresses the whole community by providing materials to educate parents and families about digital citizenship
- Satisfies criteria for CIPA E-rate compliance
- Aligns to the Common Core State Standards, the International Society for Technology in Education's National Education Technology Standards (ISTE's NET•S), and the American Association of School Librarians (AASL) Standards
- Includes rich professional development resources such as tutorials, videos, and webinars

Integration of 21st Century Themes and Skills

Educational Technology

Standards: 8.1.5.A.1 and 8.1.2.B.1

- **8.1.5.A.1 Understand and Use Technology Systems:** Students can evaluate multiple digital tools that are available to them and determine which is the best to accomplish their task or objective.
Example: Students can evaluate databases and websites while researching a topic and discover which is appropriate for their assignment. Students can also determine which digital to use to present their information (i.e. Slides, Docs, Padlet, FlipGrid).
- **8.1.2.B.1 Create original works as a means of personal or group expression:** Students can use a variety of digital tools to illustrate and communicate original ideas and stories.
Example: Students can create a skit on an aspect of digital citizenship and decide which tool to use to demonstrate and present their information.

Career Ready Practices

Standards: CRP4 and CRP7

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

Example: Students will demonstrate the ability to express their ideas in a clear and concise manner. Students can use many means of communication including creating a document, composing an e-mail, presenting a Google Slide presentation, creating a video, etc. The topic of Digital Citizenship leads to many great class discussions and this will be a platform for students to practice communicating in an effective manner.

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.

Example: Students will view a variety of websites and publications and learn the characteristics of what makes a resource valid and reliable, and what makes a source unreliable or biased.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

AASL 4.A.1 Learners act on an information need by determining the need to gather information.

Unit 2, Lesson 4

- understand the function of keywords and keyword searches.
- learn procedures for selecting suitable keywords.
- apply their chosen keywords to find the information they are looking for on the Internet.

LA 03.L.02.A Capitalize appropriate words in titles

Unit 3, Lesson 5

- identify the five main parts of letter/email writing.
- compare and contrast the format of letter writing to that of writing emails.
- proofread a draft of an email.

LA 03.L.04.D Use glossaries or beginning dictionaries both print and digital to determine or clarify the precise meaning of key words and phrases.

Unit 2, Lesson 4

- understand the function of keywords and keyword searches.
- learn a step-by-step procedure for selecting suitable keywords.
- apply their chosen keywords to find the information they are looking for on the Internet.

Educational Technology 8.1.5.D.1 Understand the need and use of copyrights.

Unit 1, Lesson 4

- define the Key Vocabulary term credit.
- list some reasons why credit is important for an artist.
- give themselves proper credit on their own work.

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<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
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<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

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Robbinsville Public Schools

Curriculum Map
Digital & Media Literacy Grade 3

Relevant Standards Garamond 14 Bold	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
Unit #1 Lesson 1: Going Places Safely	CCS: W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.6, L.6 ISTE: 3a, 3b, 5a, 5b, 6a	<p>Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p>Learning Objectives Students will be able to ...</p> <ul style="list-style-type: none"> ● discover that the Internet can be used to visit far-away places and learn new things. ● compare how staying safe online is similar to staying safe in the real world. ● explain rules for traveling safely on the Internet. 	How do I go places safely on the computer?	2 weeks (2- 35 minute lessons)
Unit #1 Lesson 2: Using Specific Databases to Locate Information Online	CCS: RL.1, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 1a, 3a-d, 4a	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● learn how to search online by using specific databases ● understand how to search for a specified subject on a library database. ● apply the results of their search search to create a simple presentation. 	How can I use databases online to search for and locate specific information?	2 weeks (2- 35 minute lessons)

Unit 1 Lesson 3: Keep It Private	RL.1, RI.4, RI.10, RF.4a, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 1a, 1b, 5a, 5d, 6a	Students will be able to ... <ul style="list-style-type: none"> ● recognize the kind of information that is private. ● understand that they should never give out private information on the Internet. ● learn to create effective usernames that protect their private information. 	What kinds of information should I keep to myself when I use the Internet?	2 weeks (2- 35 minute lessons)
Unit 1 Lesson 4: My Creative Work	RI.1, RI.4, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.5, SL.6, L.6 ISTE: 1a, 1b, 2b, 3b, 3d, 4c, 5ad, 6a-b	Students will be able to ... <ul style="list-style-type: none"> ● define the Key Vocabulary term credit. ● list some reasons why credit is important for an artist. ● give themselves proper credit on their own work. 	How can you give credit to your own creative work?	2 weeks (2- 35 minute lessons)
Unit 1 Lesson 5: Sending E-Mail	RL.1, RI.4, RI.10, RF.4a, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 6a	Students will be able to ... <ul style="list-style-type: none"> ● understand that the Internet provides a means of communicating with real people. ● describe how email messages are sent and received. ● demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity. 	How do you connect with others through email?	2 weeks (2- 35 minute lessons)
Unit 2 Lesson 1: Staying Safe Online	W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 1a, 4a, 4d, 5a-c, 6a, 6b	Students will be able to ... <ul style="list-style-type: none"> ● understand that being safe when they visit websites is similar to staying safe in real life. 	How do you stay safe when you visit websites?	2 weeks (2- 35 minute lessons)

		<ul style="list-style-type: none"> ● learn to recognize websites that are good for them to visit. ● recognize if they should ask an adult they trust before they visit a particular website. 		
Unit 2 Lesson 2: Follow the Digital Trail	RL.1, RL.3, RI.4, RI.10, RF.4a, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 1a, 1d, 2d, 3d, 4a-c	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● learn that the information they put online leaves a digital footprint or “trail.” ● explore what information is appropriate to be put online. ● judge the nature of different types of digital footprints by following the information trails of two fictional animals. 	What information is appropriate in a digital footprint?	2 weeks (2- 35 minute lessons)
Unit 2 Lesson 3: Screen Out the Mean	RL.1, RL.2, RL.3, RI.4, RI.6, RI.10, W.2, W.7, W.8, RF.4a, SL.1a, SL.1b, SL.1c, SL.2, SL.3, L.6 ISTE: 2a, 5a, 5d	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● analyze online behaviors that could be considered cyberbullying. ● explain how to deal with a cyberbullying situation. ● recognize the importance of engaging a trusted adult when they experience cyberbullying. 	What can you do when someone is mean to you online?	2 weeks (2- 35 minute lessons)
Unit 2 Lesson 4: Using Keywords	RL.1, RI.4, RI.10, RF.4a, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● understand the function of keywords and keyword searches. ● learn a step-by-step procedure for selecting suitable keywords. ● apply their chosen keywords to find the 	What are keywords, and how do you choose them and use them?	2 weeks (2- 35 minute lessons)

		information they are looking for on the Internet.		
Unit 2 Lesson 5: Sites I Like	RL.1, RI.4, RI.10, RF.4a, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6	Students will be able to ... <ul style="list-style-type: none"> ● identify and explore different features of an informational website. ● understand that not everyone will rate a website the same way. ● evaluate whether they like or dislike features of a site. 	What makes a website the right site for me?	2 weeks (2- 35 minute lessons)
Unit 3 Lesson 1: Powerful Passwords	RI.1, RI.4, RI.10, RF.4a, W.3, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 2b, 5a, 5b	Students will be able to ... <ul style="list-style-type: none"> ● understand the functions of passwords. ● identify strategies for creating and protecting secure passwords. ● create their own secure passwords using the lesson guidelines. 	How do you create a secure password?	2 weeks (2- 35 minute lessons)
Unit3 Lesson 2: My Online Community	W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 5b, 6a	Students will be able to ... <ul style="list-style-type: none"> ● consider what it means to go online and use the Internet. ● compare and contrast how they are connected to different people and places, in person and on the Internet. ● demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community. 	How does the Internet connect you to others?	2 weeks (2- 35 minute lessons)
Unit 3 Lesson 3: Things For Sale	RL.1, RI.4, RI.10, RF.4a, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 1b, 1c, 3a-d, 4c, 5a	Students will be able to ... <ul style="list-style-type: none"> ● understand that the main purpose of product sites is 	How do some websites try to get you to buy things?	2 weeks (2- 35 minute lessons)

		<p>to encourage viewers to buy the product.</p> <ul style="list-style-type: none"> ● recognize how a site's fun and interesting features help sell the product. ● create their own product site home pages with features designed to sell their products. 		
Unit 3 Lesson 4: Show Respect Online	RL.1, RI.4, RI.10, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 5a, 5d	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● understand how to show respect in social situations. ● recognize the importance of tone in both face-to-face and online communications. ● learn rules for writing clear and respectful emails by editing an email message. 	How can I make sure my online messages are clear and respectful?	2 weeks (2- 35 minute lessons)
Unit 3 Lesson 5: Writing Good E-Mails	RI.1, RI.10, RF.4a, RF.4b, W.2, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.2b, L.6	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● identify the five main parts of letter/email writing. ● compare and contrast the format of letter writing to that of writing emails. ● proofread a draft of an email. 	How is writing an email similar to or different from writing a letter?	2 weeks (2- 35 minute lessons)
Interland Unit 1, Lesson 1-5: Share With Care 1: When not to share 2: Whose profile is this, anyway? 3: How do others see us?	ISTE Standards for Students 2016: 1c, 1d, 2a, 2b, 2d, 3b, 3d AASL Learning Standards: I.a.1, I.b.1, I.c.1, I.d.3, I.d.4, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, d.2., III.a.1, III.a.2, III.a.3, III.b.1, III.c.1, III.c.2, III.d.1, III.d.2, IV.a.1, IV.a.2, V.a.2, VI.a.1, VI.a.2, VI.a.3	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create and manage a positive reputation both online and off. ● Respect the privacy boundaries of others, even if different from one's own. ● Understand the potential impact of a mismanaged digital footprint. 	Why does privacy matter?	4 weeks (4- 35 minute lessons)

4: Keeping it private 5: Interland: Mindful Mountain		<ul style="list-style-type: none"> Ask for adult help when dealing with sticky situations. 		
Interland Unit 2, Lesson 1-4 Don't Fall For Fake 1: Don't bite that phishing hook! 2: Who are you, really? 3: About those bots 4: Interland: Reality River	ISTE Standards for Students 2016: 1c, 1d, 2b, 2d, 3b, 3d, 7b, 7c AASL Learning Standards: I.b.1, I.c.1, I.c.2, I.c.3, I.d.3, I.d.4, II.a.1, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, II.d.1, II.d.2, III.a.1, III.a.2, III.a.3, III.b.1, III.c.1, III.c.2, III.d.1, III.d.2, IV.a.1, IV.a.2, IV.b.3, V.a.2, VI.a.1, VI.a.2, VI.a.3	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand that just because something is online doesn't mean it's true. Learn how phishing works, why it's a threat, and how to take steps to avoid it. Determine the validity of websites and other sources of information and be wary of manipulation, unsubstantiated claims, fake offers or prizes, and other online scams. 	How can I determine fake information and accountson the internet from real?	4 weeks (4- 35 minute lessons)
Interland Unit 3 Lesson 1-3 Secure Your Secrets 1: How to build a great password 2: Keep it to yourself 3: Interland: Tower of Treasure	ISTE Standards for Students 2016: 1c, 1d, 2b, 2d, 3d, 6a AASL Learning Standards: I.b.2, I.c.1, I.c.3, II.c.1, III.a.2, III.b.1, III.c.1, III.d.1, III.d.2, IV.b.3, V.d.3, VI.a.1, VI.d.1	<p>Students will be able to:</p> <ul style="list-style-type: none"> Learn why privacy matters, and how it relates to online security. Practice how to create strong passwords. Review the tools and settings that protect against hackers and other threats. 	How can I create strong passwords and protect myself from hackers and other online threats?	3 Weeks (3- 35 minute lessons)
Interland Unit 4, Lesson 1-6 It's Cool to be Kind	ISTE Standards for Students 2016: 1c, 2b, 3d, 4d, 7a, 7b, 7c AASL Learning Standards: I.a.1, I.a.2, I.b.1, I.b.2, I.b.3, I.c.1, I.c.2, I.c.3, I.d.3, I.d.4, II.a.1, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2,	<p>Students will be able to:</p> <ul style="list-style-type: none"> Define what being positive means and looks like online and offline. Lead with positivity in online communications. 	How can I interact positively while on the internet and deal with negativity when it arises?	4 weeks (4- 35 minute lessons)

1: From bystanders to upstanders 2: Upstander options 3: ...but say it nicely! 4: Mind your tone 5: Walking the walk 6: Interland: Kind Kingdom	II.d.1, II.d.2, II.d.3, III.a.1, III.a.2, III.a.3, III.b.1, III.b.2, III.c.1, III.c.2, III.d.1, III.d.2, IV.b.2, IV.b.3, IV.d.2, V.a.2, V.a.3, V.c.1, V.c.3, V.d.1, V.d.2, V.d.3, VI.a.1, VI.a.2, VI.d.1, VI.d.3	<ul style="list-style-type: none"> Identify situations in which a trusted adult should be consulted 		
--	--	--	--	--

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment
Digital and Media Literacy Grade 3

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit #1 Lessons 1: Going Places Safely 2: Using Specific Databases to Locate Information Online 3: Keep It Private 4: My Creative Work 5: Sending E-Mail	Students will ... <ul style="list-style-type: none"> discover that the Internet can be used to visit far-away places and learn new things. compare how staying safe online is similar to staying safe in the real world. explain rules for traveling safely on the Internet. learn how to search online by using specific databases understand how to search for a specified subject on a library database. apply the results of their search search to create a simple presentation. recognize the kind of information that is private. understand that they should never give out private information on the Internet. learn to create effective usernames that protect their private information. define the Key Vocabulary term credit. list some reasons why credit is important for an artist. give themselves proper credit on their own work. understand that the Internet provides a means of communicating with real people. describe how email messages are sent and received. 	10 weeks (10- 35 minute lessons)	MAP/PARCC Data Pre assessment via Google Forms Class discussion Pretest Student Survey Teacher observations Oral Questions/ Discussion Anticipatory Set Questions Padlet	Exit slip Class discussion Padlet Quizzes Assignments Teacher Observations Warm up activities Exploratory activities Class participation Rubrics	Project Presenation Online quiz Teacher observation Portfolios FlipGrid Videos

	<ul style="list-style-type: none"> demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity. 				
Unit 2 Lesson 1: Staying Safe Online 2: Follow the Digital Trail 3: Screen Out the Mean 4: Using Keywords 5: Sites I Like	Students will be able to ... <ul style="list-style-type: none"> understand that being safe when they visit websites is similar to staying safe in real life. learn to recognize websites that are good for them to visit. recognize if they should ask an adult they trust before they visit a particular website. learn that the information they put online leaves a digital footprint or “trail.” explore what information is appropriate to be put online. judge the nature of different types of digital footprints by following the information trails of two fictional animals. analyze online behaviors that could be considered cyberbullying. explain how to deal with a cyberbullying situation. recognize the importance of engaging a trusted adult when they experience cyberbullying. understand the function of keywords and keyword searches. learn a step-by-step procedure for selecting suitable keywords. apply their chosen keywords to find the information they are looking for on the Internet. identify and explore different features of an informational website. understand that not everyone will rate a website the same way. evaluate whether they like or dislike features of a site. 	10 weeks (10- 35 minute lessons)	MAP/PARCC Data pre assessment via Google Forms class discussion Pretest Student Survey Teacher observations Oral Questions/ Discussion Anticipatory Set Questions Padlet	Exit slip Class discussion Padlet Quizzes Assignments Teacher Observations Warm up activities Exploratory activities Class participation Rubrics	Project P)resentation Online quiz Teacher observation Portfolios FlipGrid Videos

Unit 3 Lesson 1: Powerful Passwords 2: My Online Community 3: Things For Sale 4: Show Respect Online 5: Writing Good E-Mails	Students will be able to ... <ul style="list-style-type: none"> ● understand the functions of passwords. ● identify strategies for creating and protecting secure passwords. ● create their own secure passwords using the lesson guidelines. ● consider what it means to go online and use the Internet. ● compare and contrast how they are connected to different people and places, in person and on the Internet. ● demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community. ● understand that the main purpose of product sites is to encourage viewers to buy the product. ● recognize how a site's fun and interesting features help sell the product. ● create their own product site home pages with features designed to sell their products. ● understand how to show respect in social situations. ● recognize the importance of tone in both face-to-face and online communications. ● learn rules for writing clear and respectful emails by editing an email message. ● identify the five main parts of letter/email writing. ● compare and contrast the format of letter writing to that of writing emails. ● proofread a draft of an email. 	10 weeks (10- 35 minute lessons)	MAP/PARCC Data Pre assessment via Google Forms Class discussion Pretest Student Survey Teacher observations Oral Questions/ Discussion Anticipatory Set Questions Padlet	Exit slip Class discussion Padlet Quizzes Assignments Teacher Observations Warm up activities Exploratory activities Class participation Rubrics Padlet	Project P)resentation Online quiz Teacher observation Portfolios FlipGrid Videos
---	--	----------------------------------	--	---	---

<p>Interland Unit 1- Share With Care</p> <p>1: When not to share</p> <p>2: Whose profile is this, anyway?</p> <p>3: How do others see us?</p> <p>4: Keeping it private</p> <p>5: Interland: Mindful Mountain</p>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● Create and manage a positive reputation both online and off. ● Respect the privacy boundaries of others, even if different from one's own. ● Understand the potential impact of a mismanaged digital footprint. ● Ask for adult help when dealing with sticky situations. 	<p>5 weeks (5- 35 minute lessons)</p>	<p>MAP/PARCC Data</p> <p>Pre assessment via Google Forms</p> <p>Class discussion</p> <p>Pretest</p> <p>Student Survey</p> <p>Teacher observations</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Padlet</p>	<p>Exit slip</p> <p>Class discussion</p> <p>Padlet</p> <p>Quizzes</p> <p>Assignments</p> <p>Teacher Observations</p> <p>Warm up activities</p> <p>Exploratory activities</p> <p>Class participation</p> <p>Rubrics</p> <p>Padlet</p>	<p>Project</p> <p>P)resentation</p> <p>Online quiz</p> <p>Teacher observation</p> <p>Portfolios</p> <p>FlipGrid Videos</p>
<p>Interland Unit 2- Don't Fall For Fake</p> <p>1: Don't bite that phishing hook!</p> <p>2: Who are you, really?</p> <p>3: About those bots</p> <p>4: Interland: Reality River</p>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● Understand that just because something is online doesn't mean it's true. ● Learn how phishing works, why it's a threat, and how to take steps to avoid it. ● Determine the validity of websites and other sources of information and be wary of manipulation, unsubstantiated claims, fake offers or prizes, and other online scams. 	<p>4 weeks (4- 35 minute lessons)</p>	<p>MAP/PARCC Data</p> <p>Pre assessment via Google Forms</p> <p>Class discussion</p> <p>Pretest</p> <p>Student Survey</p> <p>Teacher observations</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Exit slip</p> <p>Class discussion</p> <p>Padlet</p> <p>Quizzes</p> <p>Assignments</p> <p>Teacher Observations</p> <p>Warm up activities</p> <p>Exploratory activities</p> <p>Class participation</p> <p>Rubrics</p>	<p>Project</p> <p>P)resentation</p> <p>Online quiz</p> <p>Teacher observation</p> <p>Portfolios</p> <p>FlipGrid Videos</p>

			Padlet	Padlet	
<p>Interland Unit 3- Secure Your Secrets</p> <p>1: How to build a great password 2: Keep it to yourself 3: Interland: Tower of Treasure</p>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> Learn why privacy matters, and how it relates to online security. Practice how to create strong passwords. Review the tools and settings that protect against hackers and other threats. 	3 weeks (3- 35 minute lessons)	<p>MAP/PARCC Data</p> <p>pre assessment via Google Forms</p> <p>Class discussion</p> <p>Pretest</p> <p>Student Survey</p> <p>Teacher observations</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Padlet</p>	<p>Exit slip</p> <p>Class discussion</p> <p>Padlet</p> <p>Quizzes</p> <p>Assignments</p> <p>Teacher Observations</p> <p>Warm up activities</p> <p>Exploratory activities</p> <p>Class participation</p> <p>Rubrics</p> <p>Padlet</p>	<p>Project</p> <p>P)resentation</p> <p>Online quiz</p> <p>Teacher observation</p> <p>Portfolios</p> <p>FlipGrid Videos</p>
<p>Interland Unit 4- It's Cool to be Kind</p> <p>1: From bystanders to upstanders 2: Upstander options 3: ...but say it nicely! 4: Mind your tone 5: Walking the walk 6: Interland: Kind Kingdom</p>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> Define what being positive means and looks like online and offline. Lead with positivity in online communications. Identify situations in which a trusted adult should be consulted. 	4 weeks (4- 35 minute lessons)	<p>MAP/PARCC Data</p> <p>Pre assessment via Google Forms</p> <p>Class discussion</p> <p>Pretest</p> <p>Student Survey</p> <p>Teacher observations</p> <p>Oral Questions/ Discussion</p>	<p>Exit slip</p> <p>Class discussion</p> <p>Padlet</p> <p>Quizzes</p> <p>Assignments</p> <p>Teacher Observations</p> <p>Warm up activities</p> <p>Exploratory activities</p> <p>Class participation</p>	<p>Project</p> <p>P)resentation</p> <p>Online quiz</p> <p>Teacher observation</p> <p>Portfolios</p> <p>FlipGrid Videos</p>

			Anticipatory Set Questions Padlet	Rubrics Padlet	
--	--	--	---	-------------------	--

Robbinsville Public Schools

Unit #: 1

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Discover that the Internet can be used to visit far-away places and learn new things. • Compare how staying safe online is similar to staying safe in the real world. • Explain rules for traveling safely on the Internet. • Learn how to search online by using specific databases Understand how to search for a specified subject on a library database. • Apply the results of their search search to create a simple presentation. • Recognize the kind of information that is private. • Understand that they should never give out private information on the Internet. • Learn to create effective usernames that protect their private information. • Define the Key Vocabulary terms: credit. • List some reasons why credit is important for an artist. • Understand that the Internet provides a means of communicating with real people. • Describe how email messages are sent and received. • Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity. 	<p>Essential Questions:</p> <p>How do I go places safely on the computer?</p> <p>How can I use databases online to search for and locate specific information?</p> <p>What kinds of information should I keep to myself when I use the Internet?</p> <p>How can you give credit to your own creative work?</p> <p>How do you connect with others through email?</p>
--	--

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.1, RI.4, RI.10, RF.4a, W.2, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6 ISTE: 1a, 1b, 5a, 5d, 6a	<p>How can students go places safely on the computer?</p> <p>How students use databases online to search for and locate specific information?</p>	Students learn to be critical consumers of news and media by exploring their own roles and responsibilities online, understanding types of appropriate content, and using keywords. This unit will promote learning with activities to demystify media types and promote safe, effective searching.	One-on-One Instruction Modeling Group Instruction Handouts Think-Pair-Share Projects	Chrome Book Google apps Resource Docs Worksheets https://docs.google.com/document/d/1MkHgYBY9zBlhZK1cQvfr0_6U1-OEG_Qt_mmm3Lgn8I/edit?usp=sharing	Discussions Rubrics Quizzes/Tests https://assessments.commonsensemedia.org/ Teacher Observations Entrance/Exit Slips

	<p>What kinds of information should students keep to themselves when they use the Internet?</p> <p>How can students give credit to their own creative work?</p> <p>How do students connect with others through email?</p>			<p>videos-</p> <p>What Is the Internet? https://www.youtube.com/watch?v=ourb9j-dq8Q&index=3&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nlRJm</p> <p>My Online Neighborhood https://www.youtube.com/watch?v=VwUDdo6PjGM</p> <p>How Search Engines Work https://www.youtube.com/watch?v=dR6YAZ54D2Q</p> <p>Digital Passport https://www.digitalpassport.org/educator-registration</p>	
--	---	--	--	--	--

Robbinsville Public Schools

Unit #: 2

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • understand that being safe when they visit websites is similar to staying safe in real life. • learn to recognize websites that are good for them to visit. • recognize if they should ask an adult they trust before they visit a particular website. • learn that the information they put online leaves a digital footprint or “trail.” • explore what information is appropriate to be put online. • judge the nature of different types of digital footprints by following the information trails of two fictional animals. • analyze online behaviors that could be considered cyberbullying. • explain how to deal with a cyberbullying situation. • recognize the importance of engaging a trusted adult when they experience cyberbullying. • understand the function of keywords and keyword searches. • learn a step-by-step procedure for selecting suitable keywords. • apply their chosen keywords to find the information they are looking for on the Internet. • identify and explore different features of an informational website. • understand that not everyone will rate a website the same way. • evaluate whether they like or dislike features of a site. 	<p>How do you stay safe when you visit websites?</p> <p>What information is appropriate in a digital footprint?</p> <p>What can you do when someone is mean to you online?</p> <p>What are keywords, and how do you choose them and use them?</p> <p>What makes a website the right site for me?</p>
---	--

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.1, RL.2, RL.3, RI.4, RI.6, RI.10, W.2, W.7, W.8, RF.4a, SL.1a, SL.1b, SL.1c, SL.2, SL.3, L.6	<p>How do students stay safe when visiting websites?</p> <p>What information is appropriate in a digital footprint?</p>	Students learn to be critical consumers of news and media by exploring their own roles and responsibilities online, understanding types of appropriate content, and using keywords. This unit will build upon Unit 1 and promote learning with activities to	One-on-One Instruction Modeling Group Instruction Handouts Think-Pair-Share Projects	<p>Chrome Book</p> <p>Google apps</p> <p>Resource Docs</p> <p>Worksheets</p> <p>https://docs.google.com/document/d/1MkHgvYBY9zBlhZK1cQvfr0_6U1-OE</p>	<p>Discussions</p> <p>Rubrics</p> <p>Quizzes/Tests</p> <p>https://assessments.commonsensemedia.org/</p> <p>Teacher Observations</p>

<p>ISTE: 2a, 5a, 5d</p>	<p>What can students do when someone is mean to them online?</p> <p>What are keywords, and how do students choose them and use them?</p> <p>What makes a website the right site for students?</p>	<p>demystify media types and promote safe, effective searching.</p>		<p>G_Qt_mmm3Lgn8I/edit?usp=sharing</p> <p>videos</p> <p>Follow the Digital Trail</p> <p>https://www.youtube.com/watch?v=uwY6KsipuJQ&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nlRjm</p> <p>Your Digital Footprint</p> <p>Footprint</p> <p>https://www.youtube.com/watch?v=6TUMHplBveo</p> <p>Digital Passport</p> <p>https://www.digitalpassport.org/educator-registration</p>	<p>Entrance/Exit Slips</p>
-------------------------	---	---	--	--	----------------------------

Robbinsville Public Schools

Unit #: 3

Enduring Understandings: <ul style="list-style-type: none"> • understand the functions of passwords. • identify strategies for creating and protecting secure passwords. • create their own secure passwords using the lesson guidelines. • consider what it means to go online and use the Internet. <ul style="list-style-type: none"> • compare and contrast how they are connected to different people and places, in person and on the Internet. • demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community. • understand that the main purpose of product sites is to encourage viewers to buy the product. • recognize how a site's fun and interesting features help sell the product. • understand how to show respect in social situations. • recognize the importance of tone in both face-to-face and online communications. • learn rules for writing clear and respectful emails by editing an email message. • identify the five main parts of letter/email writing. • compare and contrast the format of letter writing to that of writing emails. • proofread a draft of an email. 	<p>How do you create a secure password?</p> <p>How does the Internet connect you to others?</p> <p>How do some websites try to get you to buy things?</p> <p>How can I make sure my online messages are clear and respectful?</p> <p>How is writing an email similar to or different from writing a letter?</p>
--	---

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.1, RI.4, RI.10, RF.4a, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6	<p>How do students create a secure password?</p> <p>How does the Internet connect students to others?</p> <p>How do some websites try to get</p>	<p>Students learn to be critical consumers of news and media by exploring their own roles and responsibilities online, understanding types of appropriate content, and using keywords. This unit will build upon Units 1 and 2 and promote learning with activities to demystify media types and promote safe, effective searching.</p>	<p>One-on-One Instruction</p> <p>Modeling</p> <p>Group Instruction</p> <p>Handouts</p> <p>Think-Pair-Share</p> <p>Projects</p>	<p>Chrome Book</p> <p>Google apps</p> <p>Resource Docs</p> <p>Worksheets</p> <p>https://docs.google.com/document/d/1MkHgvYBY9zBlhZK1cQvfr0_6U1-OEG_Qt_mmm3Lgn8I/edit?usp=sharing</p>	<p>Discussions</p> <p>Rubrics</p> <p>Quizzes/Tests</p> <p>https://assessments.common sense media.org/</p> <p>Teacher Observations</p> <p>Entrance/Exit Slips</p>

<p>ISTE: 1b, 1c, 3a-d, 4c, 5a</p>	<p>students to buy things?</p> <p>How can students make sure their online messages are clear and respectful?</p> <p>How is writing an email similar to or different from writing a letter?</p>			<p>Videos</p> <p>Mindful Messaging https://www.youtube.com/watch?v=vZdcRFiNxws&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nlRJm&index=4</p> <p>Pause and Think https://www.youtube.com/watch?v=rgbZAWnOWOo&list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nlRJm&index=8</p> <p>Digital Passport https://www.digitalpassport.org/educator-registration</p>	
---	--	--	--	--	--

Interland Unit #1: Share With Care

Enduring Understandings: <ul style="list-style-type: none"> • Create and manage a positive reputation both online and off. • Respect the privacy boundaries of others, even if different from one's own. • Understand the potential impact of a mismanaged digital footprint. • Ask for adult help when dealing with sticky situations. 	Essential Questions: Why does privacy matter?
--	---

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
ISTE Standards for Students 2016: 1c, 1d, 2a, 2b, 2d, 3b, 3d AASL Learning Standards: I.a.1, I.b.1, I.c.1, I.d.3, I.d.4, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, d.2., III.a.1, III.a.2, III.a.3, III.b.1, III.c.1, III.c.2, III.d.1, III.d.2, IV.a.1, IV.a.2, V.a.2, VI.a.1, VI.a.2, VI.a.3	<p>How can students create and manage a positive reputation both on and off line?</p> <p>How do students Respect the privacy boundaries of others, even if different from one's own?</p> <p>How do students Understand the potential impact of a mismanaged digital footprint?</p> <p>How can students be encouraged to Ask for adult help</p>	<p>Teachers and parents understand how early digital mistakes can hurt feelings, reputations, and privacy. But it can be harder to convince kids that a seemingly harmless post today could be misunderstood tomorrow – let alone in the future – by people they never thought would see it.</p> <p>This unit uses concrete examples and thought-provoking discussions to teach young learners how to maintain a positive online profile by managing their privacy and protecting their personal information.</p>	One-on-One Instruction Modeling Group Instruction Handouts Think-Pair-Share Projects	Chrome Book Google apps Resource Docs Worksheets Google Classroom Interland App https://beinternetawesome.withgoogle.com/en/interland Videos Your Digital Footprint	Discussions Rubrics Quizzes/Tests Teacher Observations Entrance/Exit Slips

	when dealing with sticky situations?				
--	--------------------------------------	--	--	--	--

Robbinsville Public Schools

Interland Unit #2: Don't Fall for Fake

Enduring Understandings: <ul style="list-style-type: none"> Understand that just because something is online doesn't mean it's true. Learn how phishing works, why it's a threat, and how to take steps to avoid it. Determine the validity of websites and other sources of information and be wary of manipulation, unsubstantiated claims, fake offers or prizes, and other online scams. 	Essential Questions: How can I determine fake information and accounts on the internet from real?
--	---

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
ISTE Standards for Students 2016: 1c, 1d, 2b, 2d, 3b, 3d, 7b, 7c AASL Learning Standards: I.b.1, I.c.1, I.c.2, I.c.3, I.d.3, I.d.4, II.a.1, II.a.2, II.b.1, II.b.2, II.b.3,	<p>How can students understand that just because something is online doesn't mean it's true?</p> <p>How can students learn how phishing works, why it's a threat, and how to take steps to avoid it?</p> <p>How can students determine the validity of websites and other sources of information and be wary of manipulation, unsubstantiated claims, fake offers or</p>	It's important for kids to understand that the content they find online isn't necessarily true or reliable, and could involve malicious efforts to steal their information or identity. Phishing and other online scams encourage Internet users of all ages to respond to pitches from people they don't know and sometimes even from people pretending to be someone they do know.	One-on-One Instruction Modeling Group Instruction Handouts Think-Pair-Share Projects	Chrome Book Google apps Resource Docs Worksheets Google Classroom Interland App https://beinternetawesome.withgoogle.com/en/interland Videos	Discussions Rubrics Quizzes/Tests Teacher Observations Entrance/Exit Slips

II.c.1, II.c.2, II.d.1, II.d.2, III.a.1, III.a.2, III.a.3, III.b.1, III.c.1, III.c.2, III.d.1, III.d.2, IV.a.1, IV.a.2, IV.b.3, V.a.2, VI.a.1, VI.a.2, VI.a.3	prizes, and other online scams?				
---	------------------------------------	--	--	--	--

Robbinsville Public Schools

Interland Unit #3: Secure Your Secrets

Enduring Understandings: <ul style="list-style-type: none"> Learn why privacy matters, and how it relates to online security. Practice how to create strong passwords. Review the tools and settings that protect against hackers and other threats. 	Essential Questions: How can I create strong passwords and protect myself from online threats?
--	--

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
ISTE Standards for Students 2016: 1c, 1d, 2b, 2d, 3d, 6a AASL Learning Standards: I.b.2, I.c.1, I.c.3, II.c.1, III.a.2, III.b.1, III.c.1, III.d.1, III.d.2, IV.b.3, V.d.3, VI.a.1, VI.d.1	<p>How can students learn why privacy matters, and how it relates to online security?</p> <p>How can students practice how to create strong passwords?</p> <p>How can students review the tools and settings that protect against hackers and other threats?</p>	Online privacy and security issues don't always have clear right and wrong solutions. Protecting your personal and private information – all the stuff that makes you <i>you</i> – means asking the right questions and finding your own educated answers.	One-on-One Instruction Modeling Group Instruction Handouts Think-Pair-Share Projects	Chrome Book Google apps Resource Docs Worksheets Google Classroom Interland App https://beinternetawesome.withgoogle.com/en/interland Videos	Discussions Rubrics Quizzes/Tests Teacher Observations Entrance/Exit Slips

Robbinsville Public Schools
Interland Unit #4: It's Cool to be Kind

Enduring Understandings: <ul style="list-style-type: none"> Define what being positive means and looks like online and offline. Lead with positivity in online communications. Identify situations in which a trusted adult should be consulted. 	Essential Questions: How can I interact positively while on the internet and deal with negativity when it arises?
--	---

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
ISTE Standards for Students 2016: 1c, 2b, 3d, 4d, 7a, 7b, 7c AASL Learning Standards: I.a.1, I.a.2, I.b.1, I.b.2, I.b.3, I.c.1, I.c.2, I.c.3, I.d.3, I.d.4, II.a.1, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, II.d.1, II.d.2, II.d.3, III.a.1, III.a.2, III.a.3, III.b.1, III.b.2, III.c.1, III.c.2, III.d.1, III.d.2, IV.b.2, IV.b.3, IV.d.2, V.a.2,	<p>How can students define what being positive means and looks like online and offline?</p> <p>How can students lead with positivity in online communications?</p> <p>How can students identify situations in which a trusted adult should be consulted?</p>	<p>The digital world creates new challenges and opportunities for social interaction, for kids and all the rest of us. Social cues can be harder to read online, constant connecting can bring both comfort and anxiety, and anonymity can fuel crushes and compliments as well as harm to self and others. It's complicated, but we know that the Internet can amplify kindness as well as negativity.</p> <p>Learning to express kindness and empathy – and how to respond to negativity and harassment – is essential for building healthy relationships and reducing feelings of isolation that sometimes lead to bullying, depression, academic struggles, and other problems.</p> <p>Research shows that rather than simply telling kids not to be negative online, effective bullying prevention addresses the underlying causes of negative behaviors. These activities encourage students to interact positively from the start and teach</p>	<p>One-on-One Instruction Modeling Group Instruction Handouts Think-Pair-Share Projects</p>	<p>Chrome Book Google apps Resource Docs Worksheets Google Classroom Interland App https://beinternetawesome.withgoogle.com/en/interland Videos</p>	<p>Discussions Rubrics Quizzes/Tests Teacher Observations Entrance/Exit Slips</p>

V.a.3, V.c.1, V.c.3, V.d.1, V.d.2, V.d.3, VI.a.1, VI.a.2, VI.d.1, VI.d.3		them how to deal with negativity when it arises.			
--	--	---	--	--	--

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>

- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>