

Glen Ridge Board of Education
Social Media
7th Grade
Required
6-8 Week Cycle

New Jersey Student Learning Standards

Department Mission Statement: The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description: The social media cycle class will teach students the positive and negative effects of social media in our world today. Technology’s pace is moving rapidly and there are many different concepts of social media that affect our students positively/negatively. Students will learn skills, how to research properly, how to critically think, and how to communicate effectively in ever changing times of social media. Students will learn skills they will be able to take out and apply in real life settings. They will learn how social media can make themselves more or less marketable when it comes to future careers. The social media course will spend time teaching students nine different aspects of social media.

Name of Course		
Unit 1: History Of Social Media		
Time Allotted (days of instruction): 2-3 Days		
New Jersey Student Learning Standards (NJSLS)		
Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.		
Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is social media? ● What years did popular social media platforms originate? 	<ul style="list-style-type: none"> ● Define social media. ● Students will know when popular social media platforms originated. 	<ul style="list-style-type: none"> ● Students will view the history of social media on mashable.com. ● Students will discuss the history of social media and

<ul style="list-style-type: none"> ● How has the development of social media shaped online media and communication? ● What are your predictions of how social media will evolve based on evidence revealed in the history of social media? ● What are the main platforms of social media people currently utilize? ● How does social media influence how people feel about themselves? ● How does social media affect interpersonal relationships? ● How does social media affect people's mental health? ● Does social media use cause anxiety, depression and stress? ● How does social media influence a student's brain? ● Is social media addicting? ● Can fake news spread due to the use of social media? 	<ul style="list-style-type: none"> ● Explain the positive and negative trends of social media. ● Understand and explain how these new technological outlets have changed how our society functions (Ie. sending and receiving info) ● Based on learning the history of social media, make predictions of where the future is headed. ● Students will learn how social media affects their mental health. ● Students will learn how fake news can be spread quicker due to social media. ● Students will learn the effects social media will have on the developing brain. 	<p>where it is headed in the future.</p> <ul style="list-style-type: none"> ● Students will discuss the social media sites that they currently spend the most time utilizing. ● Students will be shown a series of short videos via slideshow for classroom discussions.
Resources/Materials	Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest , Snapchat	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education</p>	

	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Diversity/Inclusion	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Google slideshow presentations will showcase stories that include a diverse population of people. We discuss how younger people utilize different platforms than older people, we discuss how other countries utilize social media differently than the U.S. and how social media can bring people of different backgrounds closer together through a convenient form of communication.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> • Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> • Modify classroom assignments and projects as needed. • Alternate assessment; oral, ● <ul style="list-style-type: none"> ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Allow assessments to be typed

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Provide correction for language errors by modeling, not overt correction • Ability to access Google translate in native language • Verbal testing for written assessments Make lessons visual. • Use visual representations of new vocabulary and use graphs, maps, 	<ul style="list-style-type: none"> • Shortened assignments per the teachers discretion • Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

<p>photographs, drawings and charts to introduce new vocabulary and concepts.</p> <ul style="list-style-type: none"> • Cooperative and partner activities. • Give students a job in a group. Monitor that they are participating • Determine key concepts for the unit and define language and content objects for each lesson. • Highlighting action words within the directions 		
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Name of Course

Unit 2: Social Media In Business

Time Allotted (days of instruction): 1 week

New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • How is social media utilized in business? • What are the main social media platforms utilized to promote sales, marketing and an increase in revenue? • How specifically do companies utilize social media to promote their companies? 	<ul style="list-style-type: none"> • Students will learn how social media is utilized in business. • Students will learn the most popular platforms for promoting a business. • Students will learn specifically how companies utilize social media to promote sales, market and increase revenue. 	<ul style="list-style-type: none"> • Students will research and present a slideshow presentation to their classmates on a specific company of their choice. • They will highlight how the company they chose utilizes social media to increase revenue.

Resources/Materials Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest , Snapchat

<p>Interdisciplinary Connections</p>	<p>● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>21st Century Life and Careers</p>	<p>Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
<p>Technology Standards</p>	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems. Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
<p>Diversity/Inclusion</p>	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Google slideshow presentations will showcase stories that include a diverse population of people. Students will personally choose and highlight diverse/inclusive businesses that showcase their social media platforms. Companies that are chosen highlight diverse/inclusive backgrounds of people all around the world to gain popularity and increase sales. (Example Coca -Cola is a worldwide product that is sold in countries all around the world)</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> ● Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> ● Modify classroom assignments and projects as needed. ● Alternate assessment; oral, ● Adjusted format; group similar problems together

			<ul style="list-style-type: none"> ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments makes lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 	<ul style="list-style-type: none"> ● Shortened assignments per the teachers discretion ● Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 3: Is This A Good Idea to Post?
Time Allotted (days of instruction): 2-3 Days
New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is a good idea to post? ● What is not a good idea to post? ● Is it ever a good idea to post something that could be controversial? 	<ul style="list-style-type: none"> ● Students will learn how to differentiate what is a good idea to post and what is not. ● Students will learn about the consequences of posting something that is inappropriate or controversial. 	<ul style="list-style-type: none"> ● Students will be shown a variety of social media postings and have a class discussion on whether or not it was a good idea to post. ● Students will be shown the negative consequences of posting something inappropriate or controversial.
Resources/Materials	Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest , Snapchat	
Interdisciplinary Connections	● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.	
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Technology Standards	Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems. Standard 8.2 – Technology Education	

	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Diversity/Inclusion	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Google slideshow presentations will showcase stories that include a diverse/inclusive population of people. Students will be shown postings of young people, older people, parents, grandparents, students accepted to Harvard, school administrators etc. a wide variety of education levels, different areas of the country old and young to showcase how important it is to learn at a young age what is acceptable to post and what is not.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework 	<ul style="list-style-type: none"> Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> Modify classroom assignments and projects as needed.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments makes lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Cooperative and partner activities. Give students a job in a group. Monitor that they are participating Determine key concepts for the unit and define language and content objects for each lesson. Highlighting action words within the directions 	<ul style="list-style-type: none"> Shortened assignments per the teachers discretion Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> Tiered Assignments Cooperative learning assignments

Name of Course

Unit 4: Social Media Law

Time Allotted (days of instruction): 2-3days

New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Does law enforcement utilize social media to solve crimes? ● What are the consequences of posting while driving? ● What are the consequences of posting a dangerous selfie? ● Can social media help someone find a missing person/item? ● Is it illegal to send a threatening message via social media? ● Will your future career have certain rules of social media etiquette you must follow? 	<ul style="list-style-type: none"> ● Students will learn how law enforcement utilized social media to solve crimes. ● Students will learn the consequences of posting while driving. ● Students will learn the consequences of posting a dangerous selfie. ● Students will learn that social media can assist in finding a missing person/item. ● Students will learn there can be legal ramifications for sending a threatening message via social media. ● Students will learn that their future career may have social media rules they must follow. 	<ul style="list-style-type: none"> ● Students will be shown a variety of stories that highlight how law enforcement utilizes social media to solve crimes. ● Students will view a few videos on the consequences of posting while driving, or taking dangerous selfies. ● Students will be shown the GR policy for staff on social media. We will have a class discussion on if they agree with the policy, and have them understand when they get their own career a similar policy may be in place for them.

Resources/Materials Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest ,Snapchat

Interdisciplinary Connections ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex

	ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLA.W9 Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Technology Standards	Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems. Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Diversity/Inclusion	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Google slideshow presentations will showcase stories that include a diverse/inclusive population of people. Some stories include law enforcement, criminals, young teens, a monkey, celebrities and a GR work policy on social media.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework 	<ul style="list-style-type: none"> Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> Modify classroom assignments and projects as needed.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments 	<ul style="list-style-type: none"> Shortened assignments per the teachers discretion Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> Tiered Assignments Cooperative learning assignments

<p>makes lessons visual.</p> <ul style="list-style-type: none"> ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 		
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Name of Course

Unit 5: Online Relationships

Time Allotted (days of instruction): 3-4 days

New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is an online relationship? ● What are the pros and cons of online relations? ● What is sexting? ● What are the dangers of sexting? ● What are the legal consequences of sexting? ● Is it ok to break up with someone via social 	<ul style="list-style-type: none"> ● Students will learn what an online relationship is. ● Students will learn the pros and cons of an online relationship. ● Students will learn what sexting is, the dangers of sexting and the legal ramifications. ● Students will learn about social media 	<ul style="list-style-type: none"> ● Students will be shown a wide range of videos/stories that involve online relationships. Students will participate via class discussion.

<p>media?</p> <ul style="list-style-type: none"> • Why do underage students utilize tinder? • What are the dangers of using a dating app as a person underage? • What does the term Catfish mean? 	<p>etiquette involving relationships.</p> <ul style="list-style-type: none"> • Students will learn the dangers of utilizing dating apps underage. • Students will learn what the term Catfish means. 	
Resources/Materials	Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest, Snapchat	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>	
Diversity/Inclusion	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Google slideshow presentations will showcase stories that include a diverse/inclusive population of people. Some stories include young students, college age students, young adults, NFI Player, celebrities and a popular tv show called Catfish.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • In Class Discussions ● Group 	<ul style="list-style-type: none"> ● Written Assignments ● 	<ul style="list-style-type: none"> • Pre and Post Tests ● Slideshow 	<ul style="list-style-type: none"> • Modify classroom assignments

Work ● Exit Tickets ● Teacher Observation ● Homework	Current Events ● Slideshow Presentations	Presentations ● Surveys	and projects as needed.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments makes lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 	<ul style="list-style-type: none"> ● Shortened assignments per the teachers discretion ● Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 6: Getting Famous
Time Allotted (days of instruction): 3 days
New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> • What are the pros and cons of becoming famous utilizing social media? • How does someone become famous? • Are there positive and negative ways to become famous? 	<ul style="list-style-type: none"> • Students will learn the pros and cons of becoming famous utilizing social media. • Students will learn how people become famous utilizing social media. • Students will learn the positive and negative ways people become famous. 	<ul style="list-style-type: none"> • Students will be shown a wide range of videos/stories that involve people becoming famous utilizing social media.. • Students will participate via class discussion. • Students can share if they are famous or famous people they choose to follow and talk about their own personal experiences.
Resources/Materials	Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest, Snapchat	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>	
Diversity/Inclusion	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Google slideshow presentations will showcase stories that include a diverse/inclusive population of people. Some stories include young students, college age students, young adults, musicians, celebrities, artists, Moms, toddlers, etc.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework 	<ul style="list-style-type: none"> Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> Modify classroom assignments and projects as needed.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments makes lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Cooperative and partner activities. Give students a job in a group. Monitor that they are participating Determine key concepts for the unit and define language and content objects for each lesson. Highlighting action words within the directions 	<ul style="list-style-type: none"> Shortened assignments per the teachers discretion Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> Tiered Assignments Cooperative learning assignments

Name of Course
Unit 7: Cyber Bullying
Time Allotted (days of instruction): 1 week
<p>New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p> <p>Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.</p>

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is cyberbullying? ● What is a bystander? ● What are the negative outcomes of cyberbullying? ● How can we prevent cyberbullying from occurring? ● What are the steps necessary to take when you become aware cyberbullying is happening to you or someone you know. 	<ul style="list-style-type: none"> ● Students will learn the definition of cyberbullying. ● Students will learn the definition of a bystander. ● Students will learn the negative outcomes of cyberbullying. ● Students will learn how to prevent cyberbullying from occurring. ● Students 	<ul style="list-style-type: none"> ● Students will be shown historical cyberbullying cases. ● Students will participate via class discussion. ● Students will research a cyberbullying case and present their findings via slideshow to their classmates.
Resources/Materials	Google Classroom, Internet, Youtube, Websites, Facebook, Instagram Twitter ,Pinterest, Snapchat	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>	

Diversity/Inclusion	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Google slideshow presentations will showcase stories that include a diverse/inclusive population of people. Students will research their own cyberbullying case which allows the freedom of choice to express the story they choose to tell and represent.</p>
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Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework 	<ul style="list-style-type: none"> Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> Modify classroom assignments and projects as needed.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments makes lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Cooperative and partner activities. Give students a job in a group. Monitor that they are participating Determine key concepts for the unit and define language and content objects for each lesson. Highlighting action words within the directions 	<ul style="list-style-type: none"> Shortened assignments per the teachers discretion Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> Tiered Assignments Cooperative learning assignments

Name of Course
Unit 8: Campaigns/Inspirational/Viral
Time Allotted (days of instruction): 1 week
New Jersey Student Learning Standards (NJSLS) Standard 2.2 Integrated Skills Strand C. Character Development All Students will develop and use personal and

interpersonal skills to support a healthy, active lifestyle. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Strand D. Advocacy and Service. Effective advocacy for a healthy or social issue based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issues.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is a social media campaign? ● Why would someone set up a campaign? ● What are the different types of campaigns? ● Can campaigns influence people's thoughts? ● What is a viral video? ● How does a video go viral? ● What is an inspirational video? ● How does social media raise awareness, help raise funds, and allow information to spread so quickly? ● Are the positive and negatives of viral information? ● How accurate is information that is going viral? 	<ul style="list-style-type: none"> ● Students will learn what a social media campaign, viral video, inspirational video is. ● Students will learn why someone would set up a campaign. ● Students will learn the different types of campaigns. ● Students will learn how social media raises awareness, funds and allows information to spread so quickly. ● Students will learn the positive and negative of viral information and how to determine the accuracy level. 	<ul style="list-style-type: none"> ● Students will be shown a wide range of campaigns, viral/inspirational videos. ● Students will participate via class discussion. ● Students can present a campaign, viral/inspirational video to their classmates if they choose to.
Resources/Materials	Google Classroom, Internet, Youtube, Websites, Facebook, Instagram ,Pinterest, Snapchat	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking,	

	<p>collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. Standard 6.3 Active Citizenship in the 21st Century</p> <p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Google slideshow presentations will showcase stories that include a diverse/inclusive population of people. Students can present campaigns and viral/inspirational videos which allows the freedom of choice to express stories they want to share.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework 	<ul style="list-style-type: none"> Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> Pre and Post Tests ● Slideshow Presentations ● Surveys 	<ul style="list-style-type: none"> Modify classroom assignments and projects as needed.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Provide correction for language errors by modeling, not overt correction Ability to access Google translate in native language Verbal testing for written assessments makes lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. 	<ul style="list-style-type: none"> Shortened assignments per the teachers discretion Working with AD teacher for corrections/modifications 	<ul style="list-style-type: none"> Tiered Assignments Cooperative learning assignments

<ul style="list-style-type: none">● Cooperative and partner activities.● Give students a job in a group. Monitor that they are participating● Determine key concepts for the unit and define language and content objects for each lesson.● Highlighting action words within the directions		
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