



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
PRESCHOOL  
MATHEMATICS  
LIBRARY MEDIA  
SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Course: Digital Literacy**

**Grade Level: 1**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Anjanette Highsmith, Program Supervisor of Math and Science K-6 and Instructional Technology**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Mrs. Lauren Reeves**

**&**

**Mrs. Colleen Kurdyla**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Digital Literacy/First**

Date of Board Adoption:  
**August 27, 2024**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## Digital Literacy: First Grade

<i>PACING GUIDE</i>
---------------------

<b>Unit</b>	<b>Title</b>	<b>Pacing *</b>
1	<a href="#">Building Technology Skills</a>	30 weeks
2	<a href="#">Digital Citizenship</a>	10 weeks

\*Class meets once a week for 30 minutes

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize the Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have students restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls, or email messages).</li> <li>● Provide study sheets and teacher outlines before assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide students with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining the agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize the Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have students restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines before assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase the number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign a peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have students repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow students to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

	<ul style="list-style-type: none"> <li>● Give students a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to students.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow students to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide students with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note-taking.</li> <li>● Use adapted/modified textbooks.</li> <li>● Allow use of computer/word processor.</li> <li>● Allow students to answer orally, and give extended time (time-and-a-half).</li> <li>● Allow tests to be given in a separate location (with the ESL teacher).</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read the question to the student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
--	--

## *UNIT OVERVIEW*

**Content Area:** Digital Literacy

**Unit Title:** Building Technology Skills

**Target Course/Grade Level:** First Grade

**Unit Summary:** In this unit, students will become digital learners and will use a variety of digital tools to create an emergent understanding of technology concepts, systems, and operations. Students will explore the computer, learning its secret language (icons!), using the detective mouse to navigate, and even unlocking hidden treasures (online resources) to read stories, build presentations, and create their own digital world! Students will also learn how to be safe online and keep their identities safe and secure, all while becoming whizzes at using keyboards and making cool things on the computer!

**Approximate Length of Unit:** 30 Weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **8.1 Computer Science Standards:**

##### **Computing Systems:**

8.1.2.CS.1: Select and operate computing devices that perform various tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

### **ISTE STANDARDS**

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

**Interdisciplinary Connections and Standards:**

W.WR.1.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book)

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic

SL.UM.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail

L.KL.1.1. With prompting and support, develop knowledge of the language and its conventions when writing, speaking, reading, or listening

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

**Unit Understandings:**

*Students will understand that...*

- There are functions that the computer helps you perform
- Right-clicking and left-clicking enables different activities
- They need to log in and out of the computer
- The Internet hosts websites that we can use to retrieve information
- They have to have a username and password to log into the computer
- They can search online for information

**Unit Essential Questions:**

- How can I use electronic tools to solve problems?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I use digital tools to enhance creativity and knowledge?

**Knowledge and Skills:**

*Students will know...*

- Know how to name the parts of a computer
- Know how to log in to various programs online
- Read or listen to passages/ books online at their level.
- Know how to input information using the keyboard
- Know how to use a mouse or trackpad
- Know how to left-click
- Know how to right-click
- Log in using their username and password
- Know how to log out of the computer
- Know how to navigate to a website by clicking on an icon
- Know how to navigate a website
- Know how to search online for information
- know how to describe and define common technology vocabulary terms
- Know how to navigate a web browser using the icons

*Students will be able to...*

- Identify the hardware of the desktop computer (monitor, keyboard, mouse, etc.) along with volume control, power on/off, and headphone port
- Identify the menu bar, hard drive icon, folder, etc.
- Manipulate and control a mouse to open and close windows, websites, folders, and programs on the computer
- Log in to online resources
- Retrieve a file from a learning management system (e.g., Google Classroom)
- Edit a slide on a shared slide presentation
- Demonstrate that they understand how to find a specific slide in a presentation
- Utilize personalized learning resources to progress along a learning path and self-assess progress
- Manage personal account credentials
- Read or listen to passages/ books online at their level.
- Demonstrate keyboarding skills Highlight text in a document
- Create bullets in a document/presentation
- Copy/paste in a document/presentation
- Create a document
- Create individual or short sets of slides for sharing
- Demonstrate the ability to navigate in developmentally appropriate virtual environments
- Define and utilize computer science vocabulary (algorithm, event, debug, etc.)
- Form an algorithm
- Create an event
- Debug an issue found to make the code run

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:**
  - Students will create a document
  - Students will create a slide presentation
  - Students will demonstrate the ability to navigate in developmentally appropriate virtual environments.
  - Students will successfully create an algorithm
  - Students will complete an event
  - Students will use the Internet to track animals in real time at the National Zoo

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Practice logging into the computer using a student-specific username and password. (K5tech.net)
- Complete a keyboard puzzle by dragging and dropping the missing keys. (Seesaw)
- Read the parts of the computer e-book and drag and drop labels to identify the computer parts. (K5tech.net)
- Identify if a website is functional using links. (K5tech.net)
- Drag and drop items from one section of the screen to another. (K5tech.net)
- Use Seesaw to record their voices to explain and describe photos. (Seesaw)
- Create a digital slide of an animal with text and photos (Google Slides)



- Drag and drop items to create a Thanksgiving meal(Seesaw)
- Create a digital turkey in disguise. (Seesaw)
- Play a math fact Kahoot game. (Kahoot)
- Use a choice board to select and read books. (Seesaw)
- Utilize personal learning resources( i-Ready)
- Explore stories using Starfall.com
- Create and apply code using code.org or Kodable.
- Practice letter sounds, blends, and digraphs using Teach Your Monster to read.
- Epic Books
- Take a virtual field trip to a museum
- Utilize the webcams at the National Zoo to observe animals for research
- Use Britannica school to research a subject
- Typing Club
- Typetastic
- Build a Bunny (Seesaw)
- ABC Mouse
- Create a graph of your favorite foods (Seesaw)
- Using Internet browser components and keyboard keys
- Create a book with (Book Creator)

## *RESOURCES*

### **Teacher Resources:**

- Tic-Tac-Toe Choice Board Template
- Seesaw; EpicBooks
- TypingClub
- Graphing with Fuzz Bugs
- EdPuzzle
- ABCMouse
- abcya.com
- code.org
- madewithcode.com
- K5tech.com
- Kodable.com
- School.eb.com

### **Equipment Needed:**

- Computers with Google Docs and Google Slides
- Mice, if necessary

## *UNIT OVERVIEW*

**Content Area:** Digital Literacy

**Technology Unit Title:** Digital Citizenship

**Target Course/Grade Level:** First Grade

**Content Area:** The students will develop an understanding of what it means to be a digital citizen. The students will learn how to practice ethical behavior as it relates to digital citizenry. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students utilizing electronic tools. The students will recognize appropriate applications to design technological products. Students will safely research a topic and create a presentation to share with their peers selecting the appropriate tools to use for the presentation.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **8.1 Computer Science Standards:**

8.1.2.CS.1: Select and operate computing devices that perform various tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

### **ISTE STANDARDS**

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

**Interdisciplinary Connections and Standards:**

W.WR.1.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book)

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail

**Unit Understandings:**

*Students will understand ...*

- They create a digital footprint every time they log into a computer.
- They have to responsibly use technology.
- They must practice safety both on and offline.
- To stay safe they should only stay on teacher-approved sites.
- The five rules of Internet safety.
- Why it is important to keep personal information private when going online.
- Why passwords are important when using digital devices.
- Why it is important not to share their passwords.
- The concept of personal information and its economic value, and introduce them to ways to manage and protect their personal information on the websites and apps

**Unit Essential Questions:**

- What are my responsibilities for using technology?
- How is being a citizen of the Internet the same/different from being a citizen of my hometown?  
What are the implications of digital citizenship in the world today?
- What constitutes misuse and how can it best be prevented?

**Knowledge and Skills:**

*Students will know...*

- What information they can share.
- What information should they keep private when online?
- How to use the Internet for an online class trip
- How to keep their device safe.
- How to put their device away safely.
- How to log off and turn off the device.
- How to advocate and practice safe, legal, and responsible use of information and technology

*Students will be able to...*

- Practice responsible use of technology using the five rules of Internet safety.
- Identify what a digital footprint is
- Explain etiquette and netiquette
- Generate netiquette rules for classroom use
- Display proper etiquette and netiquette in the classroom and online

- Be able to identify personal information.
- Be able to create a slide presentation.
- Be able to create a document.
- Use the Internet to research a topic and create a document/presentation using the information.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:**
  - Students will explain proper etiquette and netiquette.
  - Students will use the Internet to research a topic and create a document/presentation using the information.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Follow the Digital Citizen video
- Video Online Class Trip
- Going Places Safely Handout
- Cyber Five Game
- Bad Guy Patrol Game
- Review Digital Literacy with an Ebook ( Brittany Washburn)
- Create Internet Safety Rules (Brittany Washburn)
- Watch ScreenTime Video and Create a List of Alternate Activities to Screentime (Brittany Washburn)
- Meet the Arms of Digital Citizenship (Common Sense Media)
- The Guts of Digital Citizenship (Common Sense Media)
- Meet the Feet of a Digital Citizen (Common Sense Media)
- Meet the Heart of a Digital Citizen (Common Sense Media)
- Meet the Legs of a Digital Citizen (Common Sense Media)
- Pause and Think (Common Sense Media)
- How Technology Makes You Feel (Common Sense Media)
- Internet Traffic Light (Common Sense Media)
- [http://mediasmarts.ca/sites/mediasmarts/files/games/data-defenders/ game](http://mediasmarts.ca/sites/mediasmarts/files/games/data-defenders/game)
- Password Video or Safety smart video Information Sheet [MediaSmarts](#)

## *RESOURCES*

### **Teacher Resources:**

- <https://www.commonsense.org/education> NetSmartz resources for Digital Citizenship Information Sheet [MediaSmarts](#)

### **Equipment Needed:**

- Computers with Google Docs and Google Slides
- Mice, if necessary