

CURRICULUM

FOR

DIGITAL LITERACY

GRADE 7

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

ACKNOWLEDGMENTS

Dr. Susan Dube, Program Supervisor of Math, Science, and Technology Education

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

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Subject/Course Title:
Digital Literacy
Grade 7

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM
Digital Literacy: Grade 7

<i>PACING GUIDE</i>

Unit	Title	Pacing
1	Digital Citizenship	15 days
2	Digital Event Marketing	15 days

ACCOMMODATIONS

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

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Technology

Unit Title: Digital Citizenship

Target Course/Grade Level: 7

Unit Summary: Students will be able to demonstrate digital citizenship skills by using appropriate email etiquette and constructing a professional digital portfolio using Google Sites.

Approximate Length of Unit: 15 days

LEARNING TARGETS

NJ Student Learning Standards:

Computer Science and Design Thinking: Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize

information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Indicators:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g., newsletter, report, personalized learning plan, business letters, or flyers) using

one or more digital applications to be critiqued by professionals for usability.

- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.
- 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

ISTE Standards:

- 1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
 - 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
 - 1b Students build networks and customize their learning environments in ways that support the learning process.
 - 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
 - 1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- 2 Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
 - 2a: Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
 - 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
 - 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
 - 2d: Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

**Interdisciplinary Connections and Standards:
Language Arts Literacy:**

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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and

quantitatively, as well as in words.

Mathematical Practices

MP1 Make sense of problems and persevere in solving them.

MP2 Reason abstractly and quantitatively.

MP3 Construct viable arguments and critique the reasoning of others.

MP5 Use appropriate tools strategically.

MP7 Look for and make use of structure.

9.4.7.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.

Unit Understandings:

Students will understand that...

- Technology enables the creation and sharing of information and knowledge by many and with many people.
- Technology can overcome language and geographical barriers.
- When you use technology there are guidelines for safe and responsible use.

- Digital resources are created for a variety of purposes; therefore, the resource must be selected to match the intended use of the resource.
- Technology provides current information from a wide variety of sources.
- Digital collaboration provides a platform for increased understanding and creativity.
- Email etiquette supports effective communication in a professional setting and protection from online safety risks.

Unit Essential Questions:

- How does technology change the way we access, create, and organize information?
- How does technology change the way we create and communicate information?
- How can I use digital tools to access, manage, evaluate, and synthesize information?
- How can I create and communicate knowledge using digital tools?
- How can I use digital tools to collaborate with others?
- How can I be a safe and responsible digital citizen?
- How can I critically evaluate digital information?
- How can I identify and avoid digital bias?
- How can I use digital tools to be creative and expressive?
- How can I use digital tools to solve problems?
- How can I use digital tools to make informed decisions?

Knowledge and Skills:

Students will know...

- How to enhance digital projects using a variety of design elements and options in the Google platform
- How to publish a digital work to a website of their own creation (i.e. Google Sites)
- How to search online for information
- How to collaborate with others using tools on the Google platform
- How to practice safe and effective digital citizenship skills

Students will be able to...

- Select and use appropriate digital tools to create digital products.
- Create a digital presentation including text, graphics, and animations.
- Enhance digital projects using graphics, animation, color, graphics, and other application features as appropriate.
- Synthesize and apply information gathered from research.
- Select an appropriate digital tool for publishing a project.
- Retrieve a file from a learning management system (e.g., Google Classroom).
- Edit a slide on a shared slide presentation
- Select online resources based on currency, relevance, authority, and purpose.
- Gather information from credible resources.
- Explain appropriate online behaviors and negative consequences of inappropriate use of technology.
- Use appropriate online behaviors.
- Demonstrate acceptable digital citizenship behaviors.

EVIDENCE OF LEARNING

Assessment:

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

- **End of Unit Assessment:**
- Students will use Google Sites to create a digital portfolio that showcases their skills and accomplishments.
- Students will be responsible for designing the layout of their portfolio, creating content, and adding images and videos.
- Students will be responsible for updating and maintaining their portfolio website as they continue their education within and beyond Rahway Public Schools.
- Students will be responsible for promoting their portfolio to potential employers or colleges.

Learning Activities:

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

- Students will brainstorm ideas for their portfolio website.
- Students will create a wireframe of their website.
- Students will create the content for their website.
- Students will add images and videos to their website.
- Students will promote their website.

RESOURCES

Teacher Resources:

- [Digital Portfolio Rubric](#)
- [Building Your Digital Portfolio Using Google Sites](#)
- [Digital Portfolio Wakelet](#)
- [Rahway Academy Portfolios: Outline of Website](#)
- [Build a Portfolio with Google Sites](#)
- YouTube: [Create Digital Portfolios in Google Sites](#)
- YouTube: [How to build a portfolio using Google Sites \(part 1\) | Instructional Design edition](#)
- [CommonSense for Education: Digital Citizenship Units](#)
- [Email Etiquette PearDeck](#)
- [Email Doctors](#)

Equipment Needed:

- Chromebooks
- Google Sites
- Google Docs
- Google Drawings
- Canva for Education

UNIT OVERVIEW

Content Area: Technology

Unit Title: Digital Event Marketing

Target Course/Grade Level: 7

Unit Summary: Digital Event Marketing is a unit that teaches students about the process of planning, promoting, and executing digital events. Students will learn how to create content and manage social media campaigns, design event websites, and track event metrics.

This unit will help students develop the skills they need to plan and execute successful digital events.

Approximate Length of Unit: 15 days

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- MP2 Reason abstractly and quantitatively.
- MP3 Construct viable arguments and critique the reasoning of others.
- MP5 Use appropriate tools strategically.
- MP7 Look for and make use of structure.

Unit Understandings:

Students will understand that...

- Students will understand what digital event marketing is.
- Students will understand the different stages of digital event marketing.
- Students will understand how to create and manage social media campaigns for events.
- Students will understand how to design event websites.
- Students will understand how to track event metrics.
- Students will understand how to collaborate with others to plan and execute digital events.
- Students will understand how to use digital event marketing to reach a specific audience.

Unit Essential Questions:

- How can the different stages of digital marketing influence the success of an event or program?
- How can social media be used to promote events?
- What are the key elements of an effective event website?
- How can event metrics be used to measure success?
- How can collaboration be used to plan and execute digital events?
- How can digital event marketing be used to reach a specific audience?
- What are the benefits and challenges of using digital event marketing?
- How can digital event marketing be used to build brand awareness?

Knowledge and Skills:

Students will know...

- How to build brand awareness with digital event marketing
- How to generate leads with digital event marketing
- How to increase sales with digital event marketing
- How to calculate and apply analytics to track the success of digital event marketing campaigns
- Create and manage event budgets
- Assess and manage risk in digital event marketing

Students will be able to...

- Use various tools and programs to create digital market content for an event of their choice
- Use Google Sheets to calculate and apply analytics to plan and track the success of their digital marketing campaigns
- Use various media creation and editing tools to produce digital marketing content
- Create and manage a digital content calendar to facilitate and organize their digital marketing content
- Use various online platforms and tools to provide and apply feedback to and from peers on digital marketing content

EVIDENCE OF LEARNING

Assessment:

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

- **End of Unit Assessment**
- Creating a Google Site: Students will create a Google Site to host their digital event marketing materials.
- Create a Social Media Campaign: Students will create a social media campaign for their digital event.
- Create an Analytics Tracker: Students will track the success of their digital event using Google Sheets.
- Create a Marketing Plan/Content Calendar Presentation: Students will create a presentation to share their digital event marketing plan and content calendar with the class.
- Create a Budget Spreadsheet: Students will create a budget for their digital event using Google Sheets.
- Track Event Success: Students will track the success of their event promotion using Google Analytics.

Learning Activities:

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

- Students will brainstorm ideas for their digital marketing campaign in collaborative groups.
- Students will promote their digital marketing event through the creation of various forms of media rich digital content.
- Students will create a Google Sheet to illustrate and calculate a budget for their event complete with tabs, formulas, comments, and other appropriately supportive features.
- Students will create a Google Sheet to illustrate and host a live content calendar complete with tabs, comments, and other appropriately supportive features.
- Students will use CapCut, Adobe Express, YouTube Video Editor and/or other media editing sites/tools to create digital media to illustrate and promote the features of their event/program.
- Students will use Padlet and/or other collaborative sites/tools to provide and receive constructive feedback with their classroom community throughout the unit.

RESOURCES

Teacher Resources:

- [GCF Global Google Sheets Tutorial](#)
- [Teaching Marketing Analytics](#)
- [Marketing Lesson Plan Resources](#)
- [Content Calendar Template](#)
- [Digital Marketing Event Budget Templates](#)
- [Adobe Express Video Editor](#)
- [CapCut Video Editor](#)
- [Microsoft Flip](#)
- [WeVideo](#)
- [Canva for Education](#)

Equipment Needed:

- Chromebooks
- Google Sites
- Google Sheets
- Adobe Express
- Padlet
- CapCut
- Flip
- Google Drawings
- Canva for Education