

Unit	Unit Title	Recommended Instructional Days
1	Keyboarding Basics and Digital Literacy	Trimester 1
Disciplinary Concept:	Practice:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CSDT within Unit
CS NI	Fostering and Inclusive Computing and Design Culture Recognizing and Defining Computational Problems Creating Computational Artifacts	
Core Idea:	Performance Expectation/s:	
<p>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Models and describe how individuals use computers to connect to other individuals, places, information and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.NI.4: Explain why access to devices needs to be secured.</p>	<p><u>Essential Question/s:</u></p> <p>Why does knowing how to get on my computer and where the letters are on the keyboard help me to learn and create?</p> <p>How can we be safe, responsible, and respectful online?</p> <p>Why is it important to listen to your feelings when using technology?</p> <p>How do you stay safe when visiting a website or app?</p> <p><u>Activity Description:</u></p> <p>Get ready to become keyboarding detectives! In these activities, use paper keyboards, pencils, and crayons to crack the code of the keyboard. Identify and mark all the letters on the paper keyboard as they are called out. (Begin by modeling using the interactive board). With continuous practice, progress to quickly locating specific letters as they're called out. Finally, use detective skills to identify the letters that create students' usernames, in preparation for successful login.</p>
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

<p>Self-Awareness</p> <p>Self-Management</p> <p>Social Awareness</p> <p>Responsible. Decision-Making</p> <p>Relationship Skills</p>	<ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the importance of self-confidence in handling daily tasks and challenges ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Recognize and identify the thoughts, feelings, and perspectives of others ● Develop, implement, and model effective problem-solving and critical thinking skills ● Establish and maintain healthy relationships ● Utilize positive communication and social skills to interact effectively with others 	<p>Practice navigating to online sites to practice keyboarding and engage in simple digital games (basic mazes and puzzles).</p> <p>Explore the world of digital citizenship! Discuss the "Pause & Think" Digital Citizen characters and their roles while bringing them to life in a coloring book. This activity will spark conversations about internet use, online experiences, and the exciting possibilities (and responsibilities) of being a digital citizen. Wrap up by reflecting on key takeaways using the "Pause & Think Moment" handout.</p> <p>Let's explore our feelings about technology! Discuss the various emotions that can arise while using computers, phones, or tablets, and even after extended use. Acknowledge both the positive and potentially challenging feelings technology can evoke. Following the "How Technology Makes You Feel" lesson activities, conclude by completing the "Pause & Think" handout to reflect on personal experiences.</p> <p>How do we stay safe, whether we're playing outside or exploring the internet? This activity will spark a discussion about the safety precautions we take in the real world when grown-ups aren't around, and then connect those ideas to staying safe online. Use the "Internet Traffic Light" lesson activities to learn how to identify safe/go (green), cautious (yellow), and dangerous/stop (red) online situations. Conclude by completing the "Pause & Think Moment" handout to solidify their understanding of internet safety.</p> <p>Enrichment Activities: Engage in online keyboarding activities that provide opportunities to practice letter recognition, accuracy and speed, drag and drop activities, etc.</p> <p>Interdisciplinary Connections: Content: ELA A.R.1; A.R.4; A.R.10; R.L.1.10; RF.1.4b; A.W.2; A.W.4; A.W.10; W.1.2; A.SL.1; A.SL.2; A.SL.4; A.SL.5; A.SL.6; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL.1.6; A.L.1.6; L.1.1a; L.1.6</p>
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Observations • Discussions • Self Assessments/Reflection • Lesson Activity Worksheets/Drawings • Independent Online Activities 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Performance Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • District/Department Assessment 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • Department-created Keyboarding packet • Common Sense Media 	<ul style="list-style-type: none"> • Reteaching worksheets • Spanish version of lesson activities 	<ul style="list-style-type: none"> • Dictionary for native language 	<ul style="list-style-type: none"> • Enrichment/Extension activities
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, MacBook • Projector, Interactive Whiteboard • Clever • YouTube • Commonsensemedia.org (Pause and Think, How Technology Makes You Feel, Internet Traffic Light.) • Online keyboarding sites (Linked in Pacing Guide 2025-2026) <p>Other:</p> <ul style="list-style-type: none"> • Pencils, crayons, markers, paper • Common Sense Media Handouts (Digital Citizenship Coloring Book, Pause & Think handouts) • Keyboarding basic unplugged handouts 			
<p>Differentiated Student Access to Content: Recommended Strategies & Techniques</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core</p>

<ul style="list-style-type: none">• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	<ul style="list-style-type: none">• Special Education: Adhere to IEP/504s. Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.• Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	<ul style="list-style-type: none">• English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online or paper bilingual dictionaries, and modified assessment and/or rubric.	<ul style="list-style-type: none">• Provide extension activities related to the topic being discussed. Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.
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<p>NJSLS CAREER READINESS,</p>	<p>Disciplinary Concept:</p>
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LIFE LITERACIES & KEY SKILLS	<i>Core Ideas:</i>	<ul style="list-style-type: none"> • Brainstorming can create new, innovative ideas • Individuals should practice safe behaviors when using the Internet • Digital communities allow for social interactions that can result in positive or negative outcomes. • Digital tools have a purpose.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> • 9.4.2.CI.1; 9.4.2.DC1; 9.4.2.DC3; 9.4.2.DC.4; 9.4.2.DC.6; 9.4.2.TL.1; 9.4.2.TL.4
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee. • Consider the environmental, social and economic impacts of decisions • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Use technology to enhance productivity, increase collaboration and communicate effectively. 	

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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