

Unit	Unit Title	Recommended Instructional Days
1	Introduction to Keyboarding and Digital Citizenship	Trimester 1
<b>Disciplinary Concept:</b>	<b>Practice:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CSDT within Unit</b>
CS NI	Fostering an Inclusive Computing and Design Culture	
<b>Core Idea:</b>	<b>Performance Expectation/s:</b>	
<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.</p> <p>A computing system is composed of software and hardware.</p> <p>Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.</p> <p>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.</p> <p>8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p> <p>8.1.2.NI.4: Explain why access to devices needs to be secured.</p>	<p><b><u>Essential Question/s:</u></b></p> <p>Why is it important to learn about the different parts of a computer, like the screen, keyboard, and the things the computer does?</p> <p>Why is it important to learn how to use the computer keyboard to type?</p> <p>How do we find a happy balance between our online and offline activities?</p> <p>How do you say goodbye to technology when you don't want to?</p> <p>How do you go places safely online?</p> <p><b><u>Activity Description:</u></b></p> <p>Introduce students to the hardware and software of a computer. Watch videos (Parts of a Computer: Hardware and Parts of a Computer: Software). Pause throughout the videos and discuss with students, assessing their understanding (use resources for video links, worksheet). Explain the similarities between a mouse and a trackpad.</p> <p>Identify and locate specific letters on the keyboard using a paper copy of a keyboard and coloring some of the letters on the keyboard (i.e., color</p>

<b>Social and Emotional Learning:                      Competencies</b>	<b>Social and Emotional Learning:                      Sub-Competencies</b>	
Self Awareness  Self-Management  Social Awareness  Responsible-Decision Making	<ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Recognize the skills needed to establish personal and educational goals</li> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>● Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	<p>the letter “A” red). Model. Follow-up activities should continue to support letter recognition and identification using the paper copy of the keyboard.</p> <p>Identify and locate the letters that create the students’ usernames using a paper copy of the keyboard and whiteboard to illustrate and model. Follow-up activities should support letter recognition.</p> <p>Discuss and draw a picture of what media balance looks like in life. Write a word or sentence to explain the illustration.</p> <p>Review vocabulary, color each of the digital citizens, “Meet the Digital Citizens Coloring Book,” discussing the importance of each.</p> <p>Watch the video, “Saying Goodbye to Technology,” and draw a picture of yourself doing the Pause, Breathe, and Finish Up routine. Write a word or sentence to explain the illustration.</p> <p>Watch a video, “My Online Neighborhood.” Draw a picture of yourself following one of the 3 rules learned. Write a word or sentence to explain the image.</p> <p>Enrichment activities: Provide opportunities for students to access online keyboarding practice sites, including drag and drop activities (i.e., <i>Keyboarding Zoo</i> letter names and letter sounds; <i>Alphabet Bubble</i> to practice trackpad control).</p> <p><b>Interdisciplinary Connections:</b>  <b>Content: ELA</b>                      CCRA.R.1; CCRA.R.4; CCRA.R.7; CCRA.R.10                      RL.K.1D; RL.K.10; RF.K.1a; A.W.2; A.W.3; A.W.7; A.W.8; A.W.10; W.K.2; W.K.3; .WK.7; W.K.8; W.K.10; A.SL.1; A.SL.2; A.SL.4; A.SL.5; A.SL.6; SL.K.1a; SL.K.1b; SL.K.2; SL.K.3; SL.K.4; SL.K.5; SL.K.6; A.L.1.6; L.K.1a; L.K.6.</p>

Relationship Skills	<ul style="list-style-type: none"> <li>Establish and maintain healthy relationships</li> <li>Utilize positive communication and social skills to interact effectively with others</li> </ul>		
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li>Observations</li> <li>Worksheets</li> <li>Self-Assessments/Reflection</li> <li>Independent online activities</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Performance Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>District/Department Assessment</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>Common Sense Media</li> <li>Keyboarding sites</li> <li>Keyboard worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Reteaching</li> </ul>	<ul style="list-style-type: none"> <li>Dictionary for the native language</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment/Extension activities</li> </ul>
<p align="center"><b>Supplemental Resources</b></p>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Chromebooks, MacBook</li> <li>Projector</li> <li>Interactive Whiteboard</li> <li>Clever</li> <li>Common Sense Media</li> <li>YouTube videos linked in Pacing Guide 2025-2026</li> </ul>			

<ul style="list-style-type: none"> <li>Online Keyboarding Sites linked in Pacing Guide 2025-2026</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>Pencils, crayons, markers</li> <li>Handouts (Common Sense Media)</li> <li>Department created worksheets</li> </ul>			
<p><b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Special Education: Adhere to IEPs/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.</li> <li>Students at Risk of School Failure: Deliver instruction utilizing varied learning styles, including audio, visual, and tactile/kinesthetic,</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

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<b>NJSLS CAREER READINESS,                  LIFE LITERACIES &amp; KEY                  SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Technological Literacy</b>		
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> <li>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>Individuals should practice safe behaviors when using the Internet.</li> <li>Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>Digital tools have a purpose.</li> </ul>	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>9.4.2.CT.3; 9.4.2.DC.3; 9.4.2.DC.6; 9.4.2.TL.1</li> </ul>	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Use technology to enhance productivity, increase collaboration and communicate effectively.</li> </ul>		

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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