

Unit	Unit Title	Recommended Instructional Days
1	Computer Science: 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 NJSLC-CSDT within Unit</b>
<b>CS                      NI                      DA                      AP</b>	Fostering an Inclusive Computing and Design Culture  Collaborating Around Computing and Design  Recognizing and Defining Computational Problems  Creating Computational Artifacts  Testing and Refining Computational Artifacts  Communicating About Computing and Design	
<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. 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. Individuals collect, use, and display data about individuals and the world around them. Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. c</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: Model 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.3: Create a password that secures access to a device. 8.1.2.NI.4: Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 8.1.2.AP.4: Break down a task into a sequence of steps.</p>	<p><b><u>Essential Question/s:</u></b></p> <p>What is touch typing and why is it helpful to know where the letters and other special keys are on the keyboard without looking?</p> <p>How can knowing the top row keys help us type more words and tell more stories on the computer?</p> <p>How does learning the bottom row keys help us type even more words and write complete sentences?</p> <p>Why is it important to learn how to type numbers and symbols on the keyboard?</p> <p>Why is it important to use the Shift keys when typing words and numbers on the keyboard?</p> <p>What kinds of information should I keep to myself when I use the internet?</p> <p>What information is OK to have in your digital footprint?</p> <p>How are we all part of an online community?</p> <p>What should you do if someone is mean to you online?</p> <p>How can you give credit for other people’s work?</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<p><b><u>Activity Description</u></b></p>
<p>Self Awareness</p>	<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> </ul>	<p>Using an interactive board or whiteboard/projector, illustrate a keyboard to identify the keys to be learned and practiced. Provide students with paper keyboards and illustrate a large keyboard on an interactive board or white board. Introduce the lesson, the essential question and activate prior knowledge. Allow students 5 minutes to explore the keyboard pointing out the keys (home row, top row, bottom row, numbers, symbols or shift keys). Demonstrate finger reach and discuss why these</p>

<p>Self-Management</p>	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li> </ul>	<p>letters, numbers, or symbols are important. Provide time for guided and independent practice. Wrap-up lesson: revisiting essential question. See lesson plans for detailed instructional strategies, differentiation for struggling students and advanced learners.</p>
<p>Social Awareness</p>	<ul style="list-style-type: none"> <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>• Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul>	<p>Staying safe online is a lot like staying safe in the real world. By helping a Digital Citizen sign up for a new app, students learn about the kinds of information they should keep to themselves when they use the internet – just as they would with a stranger in person. That’s Private! Lesson activities linked in resources.</p>
<p>Responsible-Decision Making</p>	<ul style="list-style-type: none"> <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>• Establish and maintain healthy relationships</li> </ul>	<p>Does what you do online always stay online? Students learn that the information they share online leaves a digital footprint or "trail." Depending on how they manage it, this trail can be big or small, and harmful or helpful. Compare different trails and think critically about what kinds of information they want to leave behind. Digital Trails Lesson activities linked in resources.</p> <p>We are all connected on the internet! Learn about the Rings of Responsibility and explore how the internet connects us to people in our community and throughout the world. Think critically about the different ways they connect with others, both in person and online. Who Is in Your Online Community? Lesson activities linked in resources.</p>
<p>Relationship Skills</p>	<ul style="list-style-type: none"> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> </ul>	<p>Role play and help students understand why it’s often easier to be mean online than in person, and how to deal with online meanness when they see it. Putting a STOP to Online Meanness Lesson activities linked in resources.</p> <p>Learn what it means to “give credit” when using content they find online. Taking on the role of a detective, learn why it’s important to give credit and the right ways to do it when they use words, images, or ideas that belong to others. Let’s Give Credit! Lesson activities linked in resources.</p> <p><b>Interdisciplinary Connections:</b> ELA – W.2.2; W.2.6; W.2.7; W.2.8; L.2.2; RI.2.7; A.SL.1; A.SL.2; A.SL.4; A.SL.5; A.SL.6; A.W.2; A.W.4; A.W.7; A.W.8; A.W.9; A.W.10; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.2; SL.2.3; SL.2.4; SL.2.5; A.L.1; A.L.6; L.2.6</p>

	<ul style="list-style-type: none"> <li>Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	MATH – 2.NBT.A.3	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Observations</li> <li>Discussions</li> <li>Self Assessments/Reflection</li> <li>Lesson Activity Worksheets/Drawings</li> <li>Independent Online Activities</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Performance Assessment</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>District Department Assessment</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>Online Keyboarding Sites</li> <li>Common Sense Media</li> </ul>	<ul style="list-style-type: none"> <li>Reteaching worksheets</li> <li>Spanish version of lesson activities</li> </ul>	<ul style="list-style-type: none"> <li>Dictionary for native language</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment/Extension activities</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks, MacBook</li> <li>Projector, Interactive Whiteboard</li> <li>Clever</li> <li>GAFE</li> <li>Kami</li> <li>YouTube</li> <li>Commonsensemedia.org: <a href="#">That's Private</a>; <a href="#">Digital Trails</a>; <a href="#">Who Is in Your Online Community?</a>; <a href="#">Putting a STOP to Online Meanness</a>; <a href="#">Let's Give Credit!</a></li> <li><a href="#">DanceMat Typing</a></li> <li><a href="#">Kidztype.com</a></li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>Pencils, crayons, markers, paper</li> <li>Common Sense Media handout</li> </ul>			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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>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> </ul>	<ul style="list-style-type: none"> <li>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> <li>Provide choice board with varied leveled activities</li> <li>In-Class Paraprofessional Translation Support</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> <li>Provide choice board with varied leveled activities</li> </ul>
<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>		
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> <li><b>Brainstorming</b> can create new, innovative ideas.</li> <li><b>Critical thinkers</b> must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li><b>Individuals</b> should practice safe behaviors when</li> <li><b>using the Internet.</b></li> <li><b>Digital communities</b> allow for social interactions that can result in</li> </ul>	

		<ul style="list-style-type: none"> <li>positive or negative outcomes.</li> <li>Digital tools can be used to display data in various ways.</li> <li>Digital tools have a purpose.</li> </ul>
	<i>Performance Expectation/s:</i>	9.4.2.CI.1; 9.4.2.CI.2; 9.4.2.CT.3; 9.4.2.DC.3; 9.4.2.DC.6; 9.4.2.IML.2; 9.4.2.TL.1; 9.4.2.TL.4
	<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>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</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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