

Unit 2: Life Literacy

Content Area: **CTE**
Course(s):
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

As technological advancement continues, the world as a whole is becoming more dependent on the Internet for day-to-day activities. Through a variety of learning activities students will be prepared to take ownership of their digital lives. Students will understand the importance of good digital citizenship as a tool for connecting and empathizing with one another, as well as creating lasting relationships through digital tools.

Enduring Understandings:

- define a nonprofit organization
- describe resources of time, talent and treasure that contribute to the common good
- identify digital safe practices
- identify organizations/programs that benefit the community
- identify positive ways they can give back to society
- identify the importance of citizen participation in the community
- identify their digital footprint and its impact on their future
- understand their role in the digital world

Essential Questions:

- How can you respond when cyberbullying occurs?
- How can you use your time/talents/treasures to make a change?
- How do companies collect and use data about you?
- How does social media affect our relationships?
- How has technology evolved over time?
- How has technology influenced history?
- How might our digital footprints shape our future?
- What are non-profit organizations?
- What are your civic responsibilities as a young adult and in the future?
- What is philanthropy?
- What is your strategy for finding media balance?

Standards/Indicators/Student Learning Objectives (SLOs):

PFL.9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
PFL.9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
PFL.9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
TECH.9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Lesson Titles:

- A timeline of technology
- Big, Big Data
- My Media Use
- My Social Media Life
- Philanthropy: Learning to Give
- Taking action against Cyberbullying
- The Power of Digital Footprints

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
PFL.9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	<p>Predict the personal and community impact of online and social media activities.</p> <p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p> <p>There are ethical and unethical uses of information and media.</p> <p>There are tradeoffs between allowing information to be public and keeping information private and secure.</p>

Inter-Disciplinary Connections:

MA.7.NS.A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8

	texts and topics.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Reflective evaluation of online content and posts

AAPI perspectives can offer new and innovative ways of thinking about the world. By engaging with AAPI perspectives, students can gain a deeper understanding of diverse cultures, histories, and experiences. This broadened perspective can help students process information and generate responses that are more culturally sensitive and inclusive.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islander people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Media Analysis: Analyze how AAPI communities are represented in various media sources (news articles, movies, television shows). Discuss stereotypes, biases, and accurate portrayals. Encourage students to create their own media projects that represent AAPI communities positively.

LGBTQ and Disabilities Mandate

Topic: Respectful Communication

- Think before you post: Consider how your words might affect others, especially those belonging to LGBTQ+ or disability communities.
- Avoid offensive language: This includes slurs, discriminatory jokes, and stereotypes.
- Be mindful of tone and sarcasm: Online communication can easily lead to misinterpretations.
- Use inclusive language: Use gender-neutral pronouns and avoid assumptions about someone's identity.
- Speak up if you witness cyberbullying: Report incidents to teachers or trusted adults.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

commonsensemedia.org

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- collaboration
- cueing and questioning
- digital tool skills
- Good Digital Citizenship skills
- peer-evaluation
- presentation skills
- researching skills
- self-reflection
- student-centered instruction

Modifications

Modifications are based on individual education plans. Specific modifications and accommodations are provided.

Formative Assessment:

- Closure
- Presentations
- Projects
- Warm-Up

Summative Assessment:

- EOU Presentations
- EOU Project

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

- Applied Digital Skills
- Common Sense Education
- Google Calendar
- Google Draw
- Google Slides

Technology:

- Gmail
- google calendar
- google classroom
- google sites
- google slides

TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.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.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS4	The influence of technology on history.

