

Unit 08: Social Networking/Online Safety

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2	Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
AAAA.K-12.2.1	Skills
AAAA.K-12.2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
AAAA.K-12.3	Share knowledge and participate ethically and productively as members of our democratic society.
AAAA.K-12.3.1	Skills
AAAA.K-12.3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.3.2	Dispositions in Action
AAAA.K-12.3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.3.3	Responsibilities
AAAA.K-12.3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
AAAA.K-12.3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
AAAA.K-12.3.3.7	Respect the principles of intellectual freedom.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.1	Skills

AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
AAAA.K-12.4.3	Responsibilities
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.5	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.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology,

engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.5.E

Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

TECH.8.2.5.E.4

Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.RF.3

Reading Foundation Skills

Phonics and Word Recognition

LA.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

LA.RF.3.3.A

Identify and know the meaning of the most common prefixes and derivational suffixes.

LA.RF.3.3.B

Decode words with common Latin suffixes.

LA.RF.3.3.C

Decode multisyllable words.

LA.K-12.NJSLSA.SL

Speaking and Listening

Comprehension and Collaboration

LA.RF.3.3.D

Read grade-appropriate irregularly spelled words.

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.K-12.NJSLSA.L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

LA.K-12.NJSLSA.L3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LA.L.3

Language

Conventions of Standard English

LA.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.3.1.B

Form and use regular and irregular plural nouns.

LA.L.3.1.C

Use abstract nouns (e.g., childhood).

LA.L.3.1.D

Form and use regular and irregular verbs.

LA.L.3.1.E

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

LA.L.3.1.F

Ensure subject-verb and pronoun-antecedent agreement.

LA.L.3.1.G

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

LA.L.3.1.H	Use coordinating and subordinating conjunctions.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
<p>Unit Rationale The purpose of this unit...</p> <p>21st Century learners investigate and discuss social networking and online safety.</p>

Meaning

Essential Questions

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- How can we use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences?
- How can we use a variety of media and formats to communicate information and ideas effectively to multiple audiences?
- What does misuse of this technology look like?

Enduring Understanding/Indicators of Understanding

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- Students use telecommunications (e.g. blogs, discussion boards, collaborative document sites) to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students understand ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information and software.
- Students begin to develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Uses of technology in society.
- Telecommunication vocabulary (e.g. blogs, discussion boards, email, instant message).

Skills

Skills

Student will be skilled at ...

- Understanding/adhering to district and school procedures.
- Working cooperatively and collaboratively with others when using technology.
- Practicing safe searching and communications techniques.
- Posting appropriate materials to a Web-based collaborative site.
- Responding appropriately to the postings of others.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Edublogs, Edmodo, Google Classroom)
- Username/password format: *schoolname***grade&teacher***studentlastname* (If there is more than 1 student with the same last name, use a number after their last name) ex) *garfield3k***smith** The password for ALL students is: **testing**

[Google Classroom](#)

[Edublogs](#)

[Edmodo](#)

[Interland - Google's Internet Safety Site](#)

[Digital Passport](#)

Formative Assessment Strategies

Formative Assessment Strategies

- Hand signals
- One minute essay
- Web or concept map
- Misconception check
- Student conference
- Observation
- Quiz
- Journal entry
- Choral response
- Debriefing
- One sentence summary
- Think-pair-share
- Turn to your partner
- Oral questioning

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Online safety discussion
 - Students view videos and/or discuss various aspects of online safety, including social media, blogs, discussion boards, collaborative document sites, text messages, viruses, etc.

- First-person interview project
 - Students interview a classmate and will collect information to answer several questions.

- Blog/discussion board postings
 - Students post the results of their interviews to a discussion board.
 - Students read and comment on fellow student postings.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand

and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.