RIVER DELL REGIONAL SCHOOL DISTRICT

Content: Academic, Digital, and Social Emotional Skills
Course: RD 101 Grade 7
Alignment: 2020 NJSLS
BOE Born On: September 2022

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Introduction

The purpose of RD101 is to help students transition from elementary school to middle school. To this end, RD101 combines the exploration of a student's digital footprint with the skills needed to build healthy relationships and to become a model citizen. This course will enable students to showcase their learning through multiple learning modalities that support the development of strategies to enhance their learning and behavior to reach their goals.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Students will utilize schedules, online applications, and goal-setting strategies to facilitate their integration into a new social and academic environment. Students will develop positive ways to cope with stress and to effectively deal with daily struggles as they build positive relationships. Students will develop an understanding that each student learns differently and that it is important to learn study strategies that align to one's individuality. Students will learn how to use kindness, caring and sociability to develop pro-social relationships that support a positive learning environment and their own growth and development.

Scope and Sequence

The course is organized around 4 units that scaffold the development and acquisition of skills for the transition to middle school.

Overall:
- Marking Period 1: Adjusting to Middle School (9 Weeks)
    - Unit: River Dell Transition
- Marking Period 2: Coping in Middle School (9 Weeks)
    - Unit: Self-Awareness & Social Awareness
- Marking Period 3: Active Learning in Middle School (9 Weeks)
    - Unit: Academic Skills
- Marking Period 4: Being a Model Citizen (9 Weeks)
    - Unit: "Human" Skills

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:
The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections
District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.
1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first Century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):
- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*
Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

MP I: Adjusting to Middle School (9 Weeks)

Core Ideas	• People use digital devices and tools to automate the collection, use, and transformation of data. • The purpose of cleaning data is to remove errors and make it easier for computers to process.
Essential Questions	• How do we determine which technological applications are best suited for different assignments given to us throughout middle school? • What is the most effective way to schedule and prioritize assignments given to us in middle school? • Which method is the best for managing our time to ensure tasks are completed on time and successfully? • How can we identify and improve academic weaknesses? • What is critical thinking and how do we critically think in school?
Enduring Understanding	There are many tools available for students to utilize to ease the transition from elementary school to middle school. After transitioning into middle school, accurately utilizing schedules and goals will be vital to ensure success in school. In addition, using critical thinking can assist students to identify their strengths and weaknesses while developing methods to improve their weaknesses.
Practice	• Plan education and career paths aligned to personal goals. • Demonstrate creativity and innovation.
Performance Expectations	• Produce, publish, and deliver information supported with evidence for an authentic audience. • Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.1.8.PB.5 • 9.4.8.IML.12 • 8.1.8.CS.4 • 8.1.8.NI.2 • 8.1.8.DA.3 • 2.2.6.B.1	• Use relevant applications/technology • Develop planning/scheduling skills • Set short term/long term goals • Learn time management • Identify factors that affect one's goals, including peers, culture, location, and past experiences • Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. • Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. • Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication. • Identify the appropriate tool to access data based on its file format. • Use effective decision-making strategies	• Creating planners/schedules • Creating folders in One Drive • Accessing email accounts • Downloading OneNote Folders • Identifying WAAG and quick links on district website • Producing timelines of short term/long term goals • Defining the pomodoro method • Prioritizing assignments • Listing weekly activities • Identifying strengths and weaknesses • Self-reflecting through surveys • Watching videos on successful self-evaluation • Developing visions boards • Discussing what critically thinking is • Watching multiple scenarios for when critical thinking is needed • Think-Pair-Share situations for why a student decided to problem solve a specific way • Practice meditation and breathing techniques • Self-reflection/gratitude logs	• OneNote • One Drive • Microsoft Outlook • Microsoft Word • Power Point • YouTube Videos – Pomodoro Method • Ted Ed Videos – Critically Thinking • Planner & Schedule • Graphic Organizers • Go Noodle Videos

Key Vocabulary	Pomodoro Method, Short Term Goals, Long Term Goals, Critically Thinking, Mantra,
Evidence of Learning	Timelines, Graphic Organizers, Gratitude Logs, Mindfulness, Vision Boards/Posters, Long Term/Short Term Goals, Planners/Schedules, Surveys,
Interdisciplinary Connections	Health & Computer Science
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspectives on the topics.

Career Readiness, Life Literacies, and Key Skills	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Computer Science and Design Thinking	8.2.8.ITH.2: Compare how technologies have influenced society over time
Social Emotional Learning	Self-Management: • Setting personal and collective goals. • Using planning and organizational skills. • Exhibiting self-discipline and self-motivation.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships,

		• Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online		online courses, and independent study

MP II: Coping in Middle School (9 Weeks)

Core Ideas	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
Essential Questions	• Why do individuals react differently to social situations presented to them? • How does society determine what emotions are appropriate for social settings? • What is an effective way to cope with stress? • Why is it important to know what makes us happy? • How is being optimistic better than being pessimistic? • What is a growth mindset and how do we obtain it? • What are effective ways to combat bullying in our middle school? • What defines a healthy relationship? • How can we solve daily conflicts presented throughout our lives?
Enduring Understanding	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspectives on the topics.
Practice	• Collaborating Around Computing and Design • Consider the environmental, social, and economic impact of decisions.
Performance Expectations	• Create a digital artifact using strategies such as crowdsourcing or digital surveys. • Transform data collected using computational tools to make it usable for a specific purpose.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.4.8.DC.7 • 8.1.8.DA.1 • 2.2.6.B.1 • 2.2.8.B.2 • 2.2.2.A.1 • 2.2.2.A.1	• Learn coping strategies to address stress • Identify sources of personal happiness • Explain the difference between an optimist vs. pessimist • Understand what it means to have a Growth Mindset • Address bullying • Develop Healthy Relationships • Learn Conflict Resolution skills • Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. • Organize and transform data collected using computational tools to make it usable for a specific purpose. • Use effective decision-making strategies • Justify when individual or collaborative decision-making is appropriate • Explain what being well means and identify self-care practices that support wellness • Express needs, wants, and feelings in health and safety related issues	• List different types of emotions. • Read social scenarios and identify appropriate responses. • Create step-by-step guides for how to handle challenging emotions. • Develop positive methods for dealing with stress. • Listing people, items, and things that are sources of happiness to each student. • Creating sentences that explain why each person, item, or thing provides them with happiness. • Defining optimist and pessimist. • Describe how optimists and pessimists react to different situations. • Participating in individual surveys to determine if a student is a pessimist or optimist. • Define growth mindset and fixed mindset. • Determine if someone has a fixed or growth mindset. • Watching videos to determine what a growth mindset is and how to obtain it. • Reading about the different types of bullying. • Defining the different types of bullying. • Composing skits to solve bullying situations presented in middle school. • Choosing characteristics that are the most important for healthy relationships.	• OneNote • YouTube Videos: Growth Mindset or Fixed Mindset Growth Mindset Survey • Graphic Organizers • Power Point • Timelines • Definitions • Voice Recorder Application • Flipgrid • Go Noodle Videos • Edpuzzle videos - https://edpuzzle.com/media/60789c9c0e866241a872c325

		•	Identifying ways to overcome conflicting opinions with other people on multiple topics.	
		•	Practice meditation and breathing techniques	
		•	Weekly gratitude log reflections.	

Key Vocabulary	Growth Mindset, Fixed Mindset, Physical Bullying, Verbal Bullying, Sexual Bullying, Emotional Bullying, Optimist, Pessimist, Stress
Evidence of Learning	Audio Project, Skits, Large Group Discussions, Graphic Organizers, Timelines, Definitions, Video Response Sheets, Gallery Walks, Surveys
Interdisciplinary Connections	Health & Computer Science
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspective on the topics.
Career Readiness, Life Literacies, and Key Skills	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys
Computer Science and Design Thinking	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
Social Emotional Learning	Self-Awareness: • Identifying one's emotions. • Linking feelings, values, and thoughts. Developing a growth mindset.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress

	• 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

MP III: Active Learning in Middle School (9 Weeks)

Core Ideas	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Essential Questions	• Why is it important to know our preferred learning style? • What are different ways to be active learners in school and out of school? • How can we respectfully disagree with people who have different opinions while at the same time explain why we believe our opinion is correct? • Why is fake news so detrimental to society today and how can we determine which sources are real instead of fabricated?
Enduring Understanding	Everyone has different styles and conditions for how they process information. It is possible to incorporate different modalities to create opportunities for learning in a preferred learning style. Also, active learning strategies help individuals process information to determine effective resources and to articulate their opinion to others socially.
Practice	• Utilize critical thinking to make sense of problems and persevere in solving them. • Use technology to enhance productivity increase collaboration and communicate effectively.
Performance Expectations	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.4.8.IML.2 • 9.4.8.TL.3 • NJSLSA.W4. • NJSLSA.W1.	• Understand Learning Styles • Develop strategies to debate respectfully • Identify specific examples of distortion, exaggeration, or misrepresentation of information. • Select appropriate tools to organize and present information digitally • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	• List the five senses. • Define what self-concept is. • Define what visual, auditory, and kinesthetic learners are. • Determine when to use proper prefixes and suffixes in sentences. • Compare and contrast the difference between prefixes and suffixes. • Assess the student's own learning style. • Implement active learner strategies on multiple classroom assignments. • Create study guides according to one's learning style to prepare for the vocabulary assessment. • Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening. • List ways to respectfully disagree with someone. • Debate with other classmates on various topics related to middle school. • Define what a fact is and what an opinion is. • Determine ways to spot fake news. • Analyze charts to decide if different news articles are real news or fake news. • Cite articles in MLA format. • Practice mediation and breathing techniques. • Weekly gratitude log reflections.	• Edpuzzle videos: https://edpuzzle.com/media/607df2bb37 1127415773046a • YouTube Videos: How To Respectfully Disagree With Someone How To Spot Fake News • Power Point – How Do I Learn Best Survey • Graphic Organizers – Learning Style • OneNote • Vocabulary Test • Definitions • Kahoot • Matching Games • Vocabulary Cards • Happify Mindful Videos •
Key Vocabulary	Visual Learner, Auditory Learner, Kinesthetic Learner, Active Learner, Fake News, Real News, Prefixes, Suffixes, Quell, Uncanny, Waver, Luminous, Replenish, Pristine, Ominous		
Evidence of Learning	Vocabulary Assessment, Graphic Organizers, Surveys, Matching Games, Kahoots, Large Group Discussions, Edpuzzles, Gratitude Logs, Annotation, Short Stories		

Interdisciplinary Connections	English Language Arts			
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspectives on the topics.			
Career Readiness, Life Literacies, and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.			
Computer Science and Design Thinking	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.			
Social Emotional Learning	Social Awareness: • Understanding and expressing gratitude. • Taking others' perspectives. Showing concern for the feelings of others.			
Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen

		- Provide the student with frequent check-ins during class-time work - Visual cues or signs - Rephrase of questions and directions - Partner or group work on skill development Assistance by instructional videos or curated videos online	Use of timer or a clock to monitor time of student activity	learning opportunities within and outside of the school setting Use individualized learning options such as mentorships, internships, online courses, and independent study

MP IV: Being a Model Citizen (9 Weeks)

Core Ideas	• Individuals can use their talents, resources, and abilities to give back. • Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them. • Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
Essential Questions	• Why is it important to be a model citizen online and in person? • How can we leave a positive digital footprint that will benefit us and society in the future? • What is kindness and how do we promote it? • How can we create building wide initiatives to promote kindness and discourage bullying? • What does philanthropy mean and how can we support one as a school? • Why should we monitor our online usage?
Enduring Understanding	Understanding digital footprints and modeling citizenship enables students to navigate internet and social risks to prepare for the future. Building kindness within the school community develops a safe nurturing environment that promotes optimism and risk taking.
Practice	• Act as a responsible and contributing community members and employee. • Model integrity, ethical leadership, and effective management.
Performance Expectations	• Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. • Gather data and digitally represent information to communicate a real-world problem.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
• 9.1.8.CR.2 • 9.1.8.CR.1 • 9.2.8.CAP.4 • 9.4.8.DC.4 • 9.4.8.DC.5 • 9.4.8.TL.2 • 9.4.8.IML.10 • 9.4.8.IML.11 • 9.4.8.IML.13 • 9.4.8.IML.14 • 9.4.8.IML.15 • 2.2.6.B.1	• Compare various ways to give back through strengths, passions, goals, and other personal factors. • Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. • Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. • Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure • Gather data and digitally represent information to communicate a real-world problem • Examine the consequences of the uses of media • Predict the personal and community impact of online and social media activities. • Identify the impact of the creator on the content, production, and delivery of information • Analyze the role of media in delivering cultural, political, and other societal messages. • Explain ways that individuals may experience the same media message differently • Use effective decision-making strategies	• Define what a digital footprint is - Digital Footprint Activity.docx • Practice effective role model behaviors in class. • Identify safe and healthy ways to interact with others on social media. - Social Media Balance.docx • Complement each other to build an environment that promotes safety. • Build school wide initiatives to promote kindness and discourage bullying. • Identify ways to get involved in the community to give back. • Vote on topics of interest and build support for these programs. • Encourage digital literacy. • Identify ways to model digital etiquette • Explain the importance of digital security online. • Develop methods to combat cyberbullying. • Evaluating personal screen time. • Practice mediation and breathing techniques. • Weekly gratitude log reflections.	• Digital Foot printing - https://www.smore.com/6pbw-what-s-your-digital-footprint • TedEd videos - https://www.youtube.com/watch?v=Czg_9C7gw0o • Graphic Organizers & Teacher Generated Handouts • OneNote • YouTube Videos • Fact Checker • Poster Board • Power Point • Flipgrid • WeVideo • Noodle Tools •

Key Vocabulary	Digital Citizenship, Digital Footprint, Cybersecurity, Kindness, social media, Screen Time

Evidence of Learning	Student created: Videos, Graphic Organizers, Citations, Power Point, Posters, Independent Research, Large Group Discussion, Gratitude Logs, Skits
Interdisciplinary Connections	Health
Diversity, Equity, & Inclusion	Students will learn social skills and interpersonal skills that enable them to engage with individuals from culturally diverse backgrounds. In addition, students will explore neurodiversity and issues related to mental health through diverse perspectives on the topics.
Career Readiness, Life Literacies, and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently
Computer Science and Design Thinking	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and lead to a new product.
Social Emotional Learning	Relationship Skills: • Practicing teamwork and collaborative problem-solving • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed • Standing up for the rights of others

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting

		• Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cues or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Use of timer or a clock to monitor time of student activity	• Use individualized learning options such as mentorships, internships, online courses, and independent study