Information Literacy 7

Unit 1: Introduction to Digital Literacy

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

    C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

    D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.	There are tradeoffs between allowing information to be public and keeping information private and secure.

9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.	
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
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).	Digital technology and data can be leveraged by communities to address effects of climate change.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.	
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.	
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	
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)	There are ethical and unethical uses of information and media.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).	
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.	
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	others.
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).	
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	

Central Idea/Enduring Understanding:

- Learners should be prepared for college, career and life.
- Digital Literacy, and consuming discerningly, is the core of personal and academic competency.
- Intellectual freedom is every learner's right.

Essential/Guiding Question:

- How do I choose, evaluate and access a variety of high quality resources to meet my needs?
- How do I research efficiently and effectively?
- How do I use resources and technology ethically and responsibly to demonstrate my new learning?
- How do I acquire the skills to use technology tools to learn, to create and to communicate?
- How do I connect my new understanding to the real world?
- How do I develop the skills necessary for personal and professional success?
- How can I collaborate with others to learn and to share knowledge?

Content:

- Critical thinking and using information resources.
- The difference between facts, points of view, and opinions.
- Accessing peer-reviewed print and digital library resources.
- The economic, legal and social issues surrounding the use of information.

Skills (Objectives):

- Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so
- Explore materials to develop a researchable question.
- Develop and demonstrate techniques of key search strategies
- Put into practice safe and responsible Internet usage
- Select appropriate resources for their information needs
- Investigate, evaluate and select information sources on the basis of accuracy, validity, and currency

Interdisciplinary Connections:
- Lessons in copyright/ethical use and technology stress responsibility and self-control.
- The Research and Inquiry Process helps learners develop metacognition, goal-setting, decision making, and organizational skills and encourages them to reflect on their choices and work.
- Lessons on ethical use of information encourages respect for others and their work, and a sense of responsibility.
- Research and inquiry projects develop learners' dexterity with locating, evaluating and using information and prepares them for college, careers and life.
- Databases, curated online and print collections give learners equal access to a wealth of rich resources.

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- Students learn search strategies to best serve their research needs.
- Students critically curate and evaluate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Students uphold copyright, ethical use, and acceptable use when working as creators.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Formative assessments • observations of student application of digital literacy and citizenship appropriate to the grade. Summative Assessments • Students will demonstrate digital literacy and citizenship literacy skills	Reading Assignments Writing Assignments Skill Assignments Do-nows Closure activities: Exit tickets, Kahoots, KWL charts Teacher observations

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Think-Pair-Share Turn and Talk Kagan Strategies Lecture Group work Stations Student presentations Class participation Ongoing Self-Analysis of Digital/Tech Usage	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: • Learning for Justice

	● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 2: Introduction to Research
Stage 1: Desired Results
Standards & Indicators: SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
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	digital surveys.	organize, and engage around issues and topics of interest.
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9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
● Learners should be prepared for college, career and life. ● Digital Literacy, and consuming discerningly, is the core of personal and academic competency. ● Intellectual freedom is every learner's right.	● How do I choose, evaluate and access a variety of high quality resources to meet my needs? ● How do I research efficiently and effectively? ● How do I use resources and technology ethically and responsibly to demonstrate my new learning? ● How do I acquire the skills to use technology tools to learn, to create and to communicate? ● How do I connect my new understanding to the real world? ● How do I develop the skills necessary for personal and professional success? ● How can I collaborate with others to learn and to share knowledge?
Content:	**Skills (Objectives):**
● Critical thinking and using information resources. ● The difference between facts, points of view, and opinions. ● Accessing peer-reviewed print and digital library resources. ● The economic, legal and social issues surrounding the use of information.	● Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so ● Explore materials to develop a researchable question. ● Develop and demonstrate techniques of key search strategies ● Put into practice safe and responsible Internet usage ● Select appropriate resources for their information needs ● Investigate, evaluate and select information sources on the basis of accuracy, validity, and currency

Interdisciplinary Connections:
- Lessons in copyright/ethical use and technology stress responsibility and self-control.
- The Research and Inquiry Process helps learners develop metacognition, goal setting, decision making and organizational skills and encourages them to reflect on their choices and work.
- Lessons on ethical use of information encourages respect for others and their work, and a sense of responsibility.
- Research and inquiry projects develop learners' dexterity with locating, evaluating and using information and prepares them for college, careers and life.
- Databases, curated online and print collections give learners equal access to a wealth of rich resources.
- Students learn search strategies to best serve their research needs.
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- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Students uphold copyright, ethical use, and acceptable use when working as creators.

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Stage 2: Assessment Evidence

Performance Task(s):

Formative assessments
- observations of student application of research skills appropriate to the grade.

Summative Assessments
- Students will conduct research and analysis tasks.

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Do-nows
Closure activities: Exit tickets, Kahoots, KWL charts
Teacher observations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Think-Pair-Share
Turn and Talk
Kagan Strategies
Lecture
Group work
Stations
Student presentations
Class participation
Ongoing Self-Analysis of Digital/Tech Usage

Resources:

Newsela

StudySync Program

Flocabulary

EBSCOhost

Facts On File

Flipster

EncyclopediaBritannica

BrianPop

Cell Phones

LGBT and Disabilities Resources:
- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth

DEI Resources:
- Learning for Justice
- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities
- NJDOE Diversity, Equity & Inclusion Educational Resources
- Diversity Calendar

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Differentiation			
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Leveled Texts

Choice Boards

Tiered Assignments

Flexible Grouping | Grade level texts

Tiered Assignments

Flexible Grouping | Leveled Texts

Mini-lessons

Tiered Assignments

Flexible Grouping | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |

Unit 3: Extended Digital Literacy & Research

Stage 1: Desired Results

Standards & Indicators:

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

    C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
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9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
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	spatial grouping (e.g.,6.SP.B.4, 7.SP.B.8b).	allow for broad concepts and data to be more effectively communicated.
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Central Idea/Enduring Understanding:	Essential/Guiding Question:
- Research is the core of personal and academic competency. - Intellectual freedom is every learner's right. - Information technologies must be appropriately integrated and equitably available.	- How do I develop a researchable question to guide my research or inquiry? - How do I choose, evaluate and access a variety of high quality resources to meet my needs? - How do I research efficiently and effectively? - How do I use resources and technology ethically and responsibly to demonstrate my new learning? - How do I acquire the skills to use technology tools to learn, to create and to communicate? - How do I connect my new understanding to the real world? - How do I develop the skills necessary for personal and professional success? - How can I collaborate with others to learn and to share knowledge?

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Content:	Skills (Objectives):
- The research process and how information is created and produced. - Critical thinking and using information resources. - Research methods, including the difference between primary and secondary sources. - The difference between facts, points of view, and opinions. - Accessing peer-reviewed print and digital library resources. - The economic, legal and social issues surrounding the use of information.	- Explore and develop a researchable inquiry question - Follow a plan for research and inquiry using the Inquiry Process - Use keyword searching in print and electronic sources - In selecting resources, develop an ability to discriminate for useful information, validity, bias, and timeliness. - Locate and integrate information gathered from various sources to use in their research or writing. - Research a topic, gather and synthesize information to create a product. - Collaborate to contribute to the exchange of ideas within the learning community - Reflect on their inquiry process to self-assess and to better develop their skills and understandings about themselves and others - Present information in a variety of formats - Cite sources in MLA format - Practice ethical behavior in regard to information and technology - Select diverse reading materials that reflect their interests and match their reading levels in different genres including fiction, informational and narrative text. - Select materials based on personal interest using selection aids, genre displays and book talks - Explore materials to develop a researchable question. - Develop and demonstrate techniques of key search strategies - Put into practice safe and responsible Internet usage - Select appropriate resources for their information needs - Investigate, evaluate and select information sources on the basis of accuracy, validity, and currency - Take notes and draw conclusions from their research - Synthesize research into a product that illustrates learning while following ethical guidelines for the use of others' work - Apply proper MLA citation format - Use reflection to grow as learners and researchers

Interdisciplinary Connections:
- Lessons in copyright/ethical use and technology stress responsibility and self-control.
- The Research and Inquiry Process helps learners develop metacognition, goal setting, decision making and organizational skills and encourages them to reflect on their choices and work.
- Lessons on ethical use of information encourages respect for others and their work, and a sense of responsibility.

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Research and inquiry projects develop learners' dexterity with locating, evaluating and using information and prepares them for college, careers and life.
Databases, curated online and print collections give learners equal access to a wealth of rich resources.
Students learn search strategies to best serve their research needs.
Students critically curate and evaluate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
Students uphold copyright, ethical use, and acceptable use when working as creators.

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Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Formative assessments ● observations of student application of skills appropriate to the grade. Summative Assessments ● Students will conduct tech-based research project	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Do-nows Closure activities: Exit tickets, Kahoots, KWL charts Teacher observations Google Site/Student Research Project

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Think-Pair-Share **Turn and Talk** **Kagan Strategies** **Lecture** **Group work** **Stations** **Student presentations** **Class participation** **Ongoing Self-Analysis of Digital/Tech Usage** **Create of Google Site**	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources:

		● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Leveled Texts Choice Boards Tiered Assignments Flexible Grouping	Grade level texts Tiered Assignments Flexible Grouping	Leveled Texts Mini-lessons Tiered Assignments Flexible Grouping	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Content	Resources	Standards
UNIT 1: Introduction to Digital Literacy		
15 Days **Do Now- Tracking Digital Usage (Google Form)** Fact vs. Opinion Brainpop- 1 day Understanding and Evaluating Online Searches- 2 days https://www.learningforjustice.org/classroom-resources/lessons/understanding-and-evaluating-online-searches Online Safety- 3 days Brainpop Digital Etiquette- 3 days Brainpop Cyberbullying- 3 days Brainpop War of the Worlds- Orson Wells radio broadcast, 2 days Article- The Internet is Full of Frankensteins, 1 day	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar	9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.1 9.4.8.DC.2 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 9.4.8.DC.6 9.4.8.DC.7 9.4.8.DC.8 9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.6 9.4.8.IML.7 9.4.8.IML.8 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.5 9.4.8.TL.6

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UNIT 2: Introduction to Research		
15 Days **Do Now- Tracking Digital Usage (Google Form)** Blast- News on Notice- 1 day Blast- Search Struggles- 1 day Blast- Mysterious Misquotations- 1 day Blast- The Network Behind the Internet- 1 day Skill- Audience and Purpose- 1 days Blast- Highlight Real- 1 day Skill- Sources and Citations- 2 days Skill- Thesis Statement, Informative Writing- 2 days Blast- Anti-Social Media- 1 day EBSCO Host Training- Library- 2 days EBSCO Host Research Practice-Library- 2 days	Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar	9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.1 9.4.8.DC.2 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 9.4.8.DC.6 9.4.8.DC.7 9.4.8.DC.8 9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.6 9.4.8.IML.7 9.4.8.IML.8 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.5 9.4.8.TL.6

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UNIT 3: Extended Digital Literacy & Research		
15 Days **Do Now Tracking Digital Usage & Disconnect Journal (Google Form)** Digital Literacy Week- Privacy- 1 day Online Hate- 1 day Critical Eye for Digital Info- 1 day The Disconnect Challenge- 2 days Research Topic of Choice- 4 days Create Google Site (host for research)- 4 days Student Presentations- 2 days	Media Smarts Newsela StudySync Program Flocabulary EBSCOhost Facts On File Flipster EncyclopediaBritannica BrianPop Cell Phones LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar	9.4.8.CT.1 9.4.8.CT.2 9.4.8.CT.3 9.4.8.DC.1 9.4.8.DC.2 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 9.4.8.DC.6 9.4.8.DC.7 9.4.8.DC.8 9.4.8.IML.1 9.4.8.IML.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.6 9.4.8.IML.7 9.4.8.IML.8 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 9.4.8.TL.4 9.4.8.TL.5 9.4.8.TL.6