3

Marking Period	Unit Title	Recommended Instructional Days
4	**Design Thinking/Digital Storytelling**	**Approximately 10-12 days (Meet Once Per Week)**

Disciplinary Concept:	Practice:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CSDT within Unit
ED ITH NT ETW EC	Fostering an Inclusive Computing and Design Culture Recognizing and Defining Computational Problems Developing and Using Abstractions Communicating About Computing and Design	
Core Idea:	**Performance Expectation/s:**	
Digital storytelling as a learning experience is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, developing content using content knowledge from various domains, presenting and speaking, researching, and editing and publishing with modern technology tools to disseminate important information publicly. This is a transdisciplinary medium of education, employing student experience from various interests an domains to lead future research that can inform other classmates. Student voice and student agency are areas of importance that are also included in this type of	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.E.CS1: Plan strategies to guide inquiry. TECH.8.1.8.E.CS3: Evaluate and	**Essential Question/s:** How can I use technology to develop student voice through the creation of educational digital content? What are different versions of digital stories? Why is it important to consider the needs of developing student agency in the preparation for the 21st century world? How can digital storytelling be used as a form of expression and also to convey informative content? **Activity Description**: Using their chromebooks, school tablets, Google Workspace (Slides), and educational content through the medium of digital storytelling. Students will draw on their knowledge of technology as well as other skills and content learned, to create a transdisciplinary learning experience through the development of digital stories.

project-based learning. Social media provides viable opportunities for future employment and agency, and students need to learn the values associated with proper digital citizenship that needs to be used while creating content meant to be shared with others. This provides a platform for learning in a safe space, where students can experience empowerment as they develop these skills in this form of learning. Digital storytelling also incorporates an incredible amount of potential for differentiation. Students of all abilities, interests, and grade levels can participate because there are a variety of ways that media can be created. It also provides for unique challenges that appropriatey challenge student on their respective ability level. This is an ideal medium that can be used in any domain for all students while meeting the needs of the district gifted and talented program initiatives.	select information sources and digital tools based on the appropriateness for specific tasks. TECH.8.1.8.E.CS4: Process data and report results. TECH.8.1.8.F.1: Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the	Students will collaborate in groups and as a class to design videos with elements such as animated characters, scripted stories, historical/informative, PSA's, mythbusters/experimental, or content review. Students will consider issues of climate change, recyclable materials, budget, as well as a variety of other types of issues related to other curricular content from their courses. **Interdisciplinary Connections: Content:** LA.W.6.7, LA.W.6, LA.L.6.1, LA.L.6.2, LA.W.6.2, LA.W.6.3, LA.RL.6.7, LA.SL.6.4, LA.SL.6.1.

	environment or society and develop possible solutions to lessen its impact.	
Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***	
Self Awareness Self-Management Social Awareness Responsible-Decision Making Relationship Skills	• Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize the importance of self-confidence in handling daily tasks and challenges • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions	

	• Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed	

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Exit Slips • Quizzes • Self Assessments/Reflection • Lesson Activity Worksheets • Checklists • Student created progress reporting	**Benchmarks:** • Performance Assessment • Unit Assessments • Projects • Completed digital media projects **Summative Assessments:** • District/Department Assessments

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Chromebooks Tablets iMovie/Other Free Editing Options http://youtube.com Google Workspace	Reteaching worksheets Spanish version of lesson activities	Dictionary for native language	Enrichment/Extension activities

Supplemental Resources

Technology:

- Chromebooks, MacBook
- Projector
- Smartboard
- Pens, Pencils, Paper
- Tablets
- Free Online Editing Software

Other:

- Schoology
- GAFE (Docs, Sheets, Slides, Drawings, Sites)
- Youtube

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	● Special Education: Adhere to IEP/504s. Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break	● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online or paper bilingual dictionary, and modified assessment and/or rubric.	● Provide extension activities related to the topic being discussed. Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	assignments into segments of shorter tasks.		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept: Career Awareness and Planning (CAP), Creativity and Innovation (CI), Critical Thinking and Problem-Solving (CT), Technology Literacy (TL)**	
	Core Ideas:	• Student voice s of importance that are also included in this type of project-based learning. Social media provides viable opportunities for future employment and agency, and students need to learn the values associated with proper digital citizenship that needs to be used while creating content meant to be shared with others. This provides a platform for learning in a safe space, where students can experience empowerment as they develop these skills in this form of learning. • Student agency is developed through this form of project-based learning. Students become confident in understanding how they can make a positive impact on their world, while developing in a safe and guided environment. • Student empowerment is an important aspecit of developing students' confidence and is naturally a side-effect in digital storytelling. also incorporates an incredible amount of potential for differentiation. Students of all abilities, interests, and grade levels can participate because there are a variety of ways that media can be created. It also provides for unique challenges that appropriatey challenge student on their respective ability level. This helps inspire students with ideas of how they can make an impact on the world and utilize this in their future professional choices. • The process of digital storyteling helps develop research skills and differentiate from fact or fiction as students work towards opening up their opportunities to create reliable digital content. • Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. • Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
	Performance Expectation/s:	• **9.4.5.CI.1, 9.4.5.CI.2, 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.1, 9.4.5.CT.2,.4.5.CT.3, 9.4.5.CT.4, 9.4.5.TL.1, 9.4.5.TL.2, 9.4.5.TL.3, 9.4.5.TL.4.**

	Career Readiness, Life Literacies, & Key Skills Practices
	• **Demonstrate creativity and innovation.** • **Utilize critical thinking to make sense of problems and persevere in solving them.** • **Use technology to enhance collaboration and communicate effectively.** • **Work productively in teams while using cultural/global competence.** • **Develop skills for digital publishing to produce 21st century content for digital media.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	X	Standards in Action: *Climate Change*