5th Grade 21st Century Skills
Link Community Charter School

UNITS (3/3 SELECTED)	SUGGESTED DURATION
☐ Unit 1: Digital Citizenship	*10 lessons*
☐ Unit 2: Typing, Word Processing, and Digital Organization	*20 lessons*
☐ Unit 3: Digital Communication and Media Literacy	*10 lessons*

Unit 1: Digital Citizenship

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)
8.1.5.NI.2:
Describe physical and digital security measures for protecting sensitive personal information.
8.1.5.IC.1:
Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2:
Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1:
Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.4:
Organize and present climate change data visually to highlight relationships or support a claim.
8.2.5.ED.2:
Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3:
Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.ITH.2:
Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3:
Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
8.2.5.ITH.4:
Describe a technology/tool that has made the way people live easier or has led to a new business or career.

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8.2.5.EC.1:
Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey (NJSLS) - Grades 3-5 - Career Readiness, Life Literacies, and Key Skills (2020)

9.4.5.CT.3:
Describe how digital tools and technology may be used to solve problems.

9.4.5.DC.5:
Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.CT.2:
Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.DC.4:
Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit 1: Digital Citizenship

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Established Goals
Students will be able to gather evidence to form responses to the following essential questions: What does digital citizenship look like, and what impact does it have on myself and others? How can I interact with others online safely and responsibly?

Transfer
Students will be able to independently use their learning to develop and enforce best practices for online communication.

Meaning	
Big Ideas & Understandings	**Essential Questions**
Students will understand that... • Using the internet and social media requires personal and community responsibility. • Anything said, posted, or done online leaves an online footprint.	Students will keep considering... • What does digital citizenship look like, and what impact does it have on myself and others? • How can I interact with others online safely and responsibly?

Acquisition	
Knowledge	**Skills**
Students will know... • Digital Citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level. • Responsible digital citizenship requires awareness	Students will be skilled at... • Applying Online Netiquette • Identifying examples of cyberbullying • Practicing and enforcing the requirements of responsible digital citizenship.

Unit 1: Digital Citizenship

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Acquisition	
of how to use digital platforms safely, mindfulness before posting content online, and kind and appropriate interactions with others.	

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Grading criteria provided by learning.com online tools, activities, and assessments.	Performance Task(s): Including but not limited to: Do Nows/ Exit Tickets Whole Group and Small Group Discussions Vocabulary Interactive Practice Online Simulations Quizzes Writing Prompts
	Other Evidence:

Unit 1: Digital Citizenship

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Summary of Key Learning Events and Instruction:

All lessons, learning events, online activities, and instructional tools are provided through Link Community Charter School's partnership with Learning.com software.

Week One/ Two:

- Communicating in the Virtual Classroom (Lesson)

- Netiquette in Online Communication (Lesson)

- Online Safety and Citizenship (Skill Check)

Week Three/Four:

- Cyberbullying: Introduction (Lesson)

- Cyberbullying: Vocabulary Interactive Practice (Activity)

- Cyberbullying: Banter vs. Bully (Activity)

- Cyberbullying: Keeping the School Community Safe (Skill Check)

- How Would You Feel? (Interactive Activity)

Week Five/ Six:

- Digital Citizenship Introduction Video (Lesson)

- Digital Citizenship: Vocabulary Introduction (Lesson)

- Digital Citizenship: Vocabulary Interactive Practice (Activity)

- Digital Citizenship: Been There, Done That! (Activity / Skill Check)

Week Seven/ Eight:

- Online Safety and Citizenship (Skill Check)

- Internet Usage: Browsing the Internet (Activity)

- Internet Usage: URLs and Websites (Activity)

- Netiquette Discussion (Unit Assessment)

- Netiquette Discussion Reflection (End of Unit Reflection)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 2: Typing, Word Processing, and Digital Organization

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)
8.1.5.CS.1:
Model how computing devices connect to other components to form a system.
8.1.5.CS.2:
Model how computer software and hardware work together as a system to accomplish tasks.
8.1.5.CS.3:
Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.NI.1:
Develop models that successfully transmit and receive information using both wired and wireless methods.
8.1.5.DA.3:
Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4:
Organize and present climate change data visually to highlight relationships or support a claim.

Unit 2: Typing, Word Processing, and Digital Organization

5th Grade 21st Century Skills - *Last Updated on June 22, 2022*

Established Goals
Students will be able to gather evidence to form responses to the following essential questions: How can I use word processing, email, and other online tools to effectively communicate my ideas with others?

Transfer
Students will be able to independently use their learning to communicate their ideas with others through email, google suite (docs, slides, etc.), and other online tools.

Meaning	
Big Ideas & Understandings	**Essential Questions**
Students will understand that... • Different online tools serve different functions for internet users. • Organization and online etiquette play a major role in communicating with others safely and responsibly.	Students will keep considering... • How can I use word processing, email, and other online tools to effectively communicate my ideas with others? • What tools are best suited for different online mediums?

Acquisition	
Knowledge	**Skills**
Students will know... • Word Processing tools (Like Google Docs and Microsoft Word) can be used to write, edit, revise, and proofread written works. • Word Processing tools (Like Microsoft PowerPoint and Google Slides) can use multimedia elements to organize thoughts and ideas. • Communication with peers, teachers, community	Students will be skilled at... • Writing, editing, revising, and proofreading written work in Google Docs or Microsoft Word. • Creating and organizing multimedia presentations in Google Slides or Microsoft PowerPoint. • Sending and responding to emails to intended recipients with proper headings, introductions, signatures, and titles.

Acquisition	
members, and other stakeholders via email is best received when adhering to email professionalism guidelines.	

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

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	Other Evidence:

Unit 2: Typing, Word Processing, and Digital Organization

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Summary of Key Learning Events and Instruction:

All lessons, learning events, online activities, and instructional tools are provided through Link Community Charter School's partnership with Learning.com software.

Week 1 - 4:

- Word Processing: Creating and Organizing Content (Lesson)

- Word Processing Practice (Activity)

- Adaptive Keyboarding: The Great Keyboarding Adventure (Ongoing throughout Unit)

Week 5 - 8:

- Word Processing: Revising and Reformatting (Lesson)

- Word Processing: Editing and Proofreading Your Work (Lesson)

- Adaptive Keyboarding: The Great Keyboarding Adventure (Ongoing throughout Unit)

- Word Processing Practice (Activity)

Week 10 - 12:

- Email Etiquette (Lesson)

- Email Format and Organization (Activity)

- Email Your Instructor (Skill Check)

- Adaptive Keyboarding: The Great Keyboarding Adventure (Ongoing throughout Unit)

- Word Processing End of Unit Quiz (Skill Check)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

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Unit 3: Digital Communication and Media Literacy

5th Grade 21st Century Skills - *Last Updated on May 19, 2022*

New Jersey (NJSLS) - Grades 3-5 - Career Readiness, Life Literacies, and Key Skills (2020)
9.1.5.CR.1:
Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.5.CT.3:
Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.4:
Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5:
Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.IML.5:
Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.4.5.IML.4:
Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.2:
Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.IML.1:
Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Unit 3: Digital Communication and Media Literacy

5th Grade 21st Century Skills - *Last Updated on May 19, 2022*

Established Goals
Students will be able to gather evidence to form responses to the following essential questions: How do I determine if an online source is reliable or trustworthy? How can I locate online sources that I trust? What do I do if confronted with unsafe sources?

Transfer
Students will be able to independently use their learning to vet and navigate reliable, trustworthy internet sources.

Meaning	
Big Ideas & Understandings	**Essential Questions**
Students will understand that... • The internet and social media contains both safe reliable information, as well as unsafe sources with disinformation. • Tools and critical thinking skills can be used to determine if online sources are credible and reliable. • It is unsafe and irresponsible to interact with and share inappropriate internet sources.	Students will keep considering... • How do I determine if an online source is reliable or trustworthy? • How can I locate online sources that I trust? • What do I do if confronted with unsafe sources?

Acquisition	
Knowledge	**Skills**
Students will know... • Media literacy refers to the ability to access and	Students will be skilled at... • Identifying the differences between credible and

Acquisition	
analyze media messages as well as create, reflect and take action, using the power of information and communication to make a difference in the world. • Proper vetting of websites can determine the difference between credible, safe, inappropriate, and inaccurate information sources.	inaccurate sources. • Determining if online sources are credible, reliable, and trustworthy sources of information.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Grading criteria provided by learning.com online tools, activities, and assessments.	Performance Task(s): Including but not limited to: Do Nows/ Exit Tickets Whole Group and Small Group Discussions Vocabulary Interactive Practice Online Simulations Quizzes Writing Prompts
	Other Evidence:

Unit 3: Digital Communication and Media Literacy

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

All lessons, learning events, and instructional tools are provided through Link Community Charter School's partnership with Learning.com software.

Week 1 - 2:

- Netiquette Discussion (Activity)

- Email Basics (Lesson and Activity)

- Email Basics Unit Quiz (Skill Check)

Week 3 - 4:

- Information Literacy: Vocabulary Introduction (Lesson)

- Information Literacy: Opal's Online Post (Activity)

- Information Literacy: C.A.R.P. is On Your Side (Activity)

- Information Literacy: Bad Information Can Take a Hike! Parts 1 and 2 (Skill Check)

Week 5 - 6:

- Internet Usage: Web Searches (Lesson

- Internet Usage: URLs and Websites (Lesson)

- Internet Usage: Validity and Sourcing (Lesson)

- Web Browsing Unit Quiz (Skill Check)

Week 7 - 8:

- Inappropriate Content Discussion (Activity)

- Inappropriate Content Discussion Reflection (Skill Check)

Week 9 - 10:

- Internet Basics & Online Communication: Skill Check (End of Unit Assessment)

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