Mount Laurel Township Schools
Challenge Based Learning Curriculum Guide
Grade Seven

Stage 1 – Desired Results	
NJCCCS: 8.1	**Unit/Big Idea: Launching/ Digital Citizenship**
Enduring Understandings: **Students will understand that…** Piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. It is important to act responsibly when carrying out relationships over digital media. People have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be permanent. The choices you make using the internet have positive and/or negative consequences. There are effective strategies to handle cyber-bullies.	**Essential Questions:** How does a good digital citizen research? How can I use technology to gather, organize, and share information? What is the place of digital media in our lives? What rights do you have as a creator? How do you judge the intentions and impact of people's words and actions online? What is a digital footprint, and what does yours convey? When does inappropriate online behavior cross the line into cyber-bullying, and what can you do about it?

Students will know…		**Students will be able to…**
Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
	8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.

	8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

Stage 2 – Assessment Evidence Benchmark	
Benchmark Assessment: Students will create an online poster/board demonstrating their knowledge of digital citizenship and how to act responsibly online.	**Other Evidence:** Sign Digital Citizen Pledge Concept Map and Simile illustration Digital Life quiz, Digital Life simile

Stage 3 - Learning Plan	
Suggested Learning Activities: Students will identify key points required for creative work to fall under fair use. Students will learn, explore and use Web 2.0 tools (including but not limited to Google Apps) to gather, organize, and share information. Students will learn, explore and use videos and camera tools. Students will use technology to judge whether a case study can be called fair use. Students will engage in an activity to learn that it is important to act responsibly when carrying out relationships over digital media. Students will reflect on what it means to be brave and stand up for others offline and online. Students will discuss ways to show empathy for those who have been cyberbullied and generate multiple solutions for helping others when cyberbullying occurs. Students will formulate a viewpoint on the role that digital media play in their lives. Students will discuss and explore ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities.	Students will engage in an activity to understand their digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent. Students will consider their own digital footprints and what they want those footprints to be like in the future. Students will create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Students will use a variety of methods to model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Students will explore their digital life, how digital media affects their daily lives, and the digital footprint they leave behind Students will review and judge cases of fair use, creative commons and copyright using a list of criteria Students will utilize Google Classroom to communicate and collaborate with one another.

Students will engage in an activity that helps them understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.
Students will brainstorm solutions to dilemmas creators might encounter.
 	
Students will analyze online bullying behaviors that "cross the line."
 	
Students will engage in an activity to explore various ways students can be cyberbullied, including flaming, deceiving, and harassing.
 	
Students will explore the point of view of teens that have been cyberbullied, and offer solutions.
	• **CommonSenseMedia .org**
	  ○ **Cyberbullying Be Upstanding**
	  ○ **Cyberbullying: Crossing the Line**
	
	• **CommonSenseMedia .org**
	  ○ **Digital Life 101**
	  ○ **Trillion Dollar Footprint**
	  ○ **My Media**
	  ○ **Digital Citizen Pledge**
	
	• **CommonSenseMedia .org**
	  ○ **A Creator's Rights**
	  ○ **Creator's Responsibilities**
	  ○ **Rework/Reuse/Remix**

Unit Strategies/Modifications:

Special Education Students:
Development of target vocabulary
Scaffolding comprehension and content-area reading
Decreasing the amount of work presented or required
Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers
Teaching key aspects of a topic. Eliminating nonessential information
Providing study guides
Allowing students to correct errors (looking for understanding)
Marking students' correct and acceptable work, not the mistakes
Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
Modifying tests to reflect selected objectives
Using true/false, matching, or fill in the blank tests in lieu of essay tests
Reducing the number of answer choices on a multiple choice test
Allowing the use of note cards or open-book during testing
Utilizing graphic organizers
Providing visuals
Strategic grouping

Cyber Safety/Cyber Ethics

- Give responses in a form (oral or written) that's easier for them
- Be given a written list of instructions
- Be given an outline of a lesson

- Citations: 1. Easybib to help assist with writing citations

Gifted Students:
Guided Reading Groups
Literature Circles
Flexible grouping in content areas
Independent projects
Differentiated product assignments
Student Choice
Multiple texts
Multiple intelligence options
Group investigation
Research
Bloom's Taxonomy - Stress higher order thinking skills
Habits of Mind
Webb's Depth of Knowledge – Emphasis on Level 3 and 4
High Quality Websites
- students will choose a website that is not predetermined by teacher and evaluate the website based on the given criteria.

Students at Risk of Failure:
Adjust time for completion of assignments
Allow frequent breaks
Preferential seating
Reduce/minimize distractions
Emphasize teaching (auditory, visual, auditory, tactile)
Individual/small group instruction
Emphasize critical information/key concepts
Pre-teach vocabulary
Provide visual cues
Adjust length of assignment
Break assignments into smaller units
Read directions to student
Positive reinforcement
Frequent checks for understanding
Adapt assessments
Interest inventory- provide multiple examples
Set-up Google Calendar for reminders
Checking in with students often

English Language Learners:
WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/
Development of target vocabulary
Scaffolding comprehension, content-area reading
Decreasing the amount of work presented or required;
Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers
Teaching key aspects of a topic.
Eliminating nonessential information.
Allowing students to correct errors (looking for understanding);
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Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
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Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student.

For all assignments:

- lower reading level
- written backup for oral directions
- Give directions in small, distinct steps

Stage 1 – Desired Results

NJCCCS: 8.1, RST, W.7.6 – 7.9, SL.7, SL.9	**Unit/Big Idea: Digital Research**
Enduring Understanding(s): **Students will understand that…** Technology can be used to gather, organize and share information. There are steps to the research process. There are effective strategies and tools to research information.	**Essential Questions:** How does a good digital citizen research? What steps can help you find what you're looking for when you search online? How can I use technology to gather, organize, and share information?

Students will know…		**Students will be able to…**
Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
Select and use applications effectively and productively.	8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
	8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
	8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain

		the report results.
Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.	8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	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.

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print **and digital** sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Stage 2 – Assessment Evidence	
Benchmark Assessment: Students will work in groups to define, research, and implement a solution to a global issue that has a local impact.	**Other Evidence:** Identifying High Quality Websites Writing a citation for a website Creating driving questions Creating a rubric Note Taking Charity Research Project PBL Presentation Rubric Collaboration Rubric Newsela Quizzes Weekly Project Work Reports
Stage 3 - Learning Plan	
Suggested Learning Activities: Students will construct an interest inventory through reading about current and on-going global issues.	Students will explore skimming and scanning texts for information. Students will create and conduct an online survey to gather information about their topic.

Students will conduct a short research project, (teacher guided), on a charity of their choice. Students will formulate guiding questions for their research topic. Students will explore multiple graphic organizers to manage and synthesize research notes. Students will use a variety of methods to draw evidence from informational texts to support analysis reflection, and research. Students will complete a variety of tasks to assess the quality of a website. Students will gather information on how to write a citation for a source. Students will gather information about interviews by: Part 1-Interview presentation watch interview and make observations about interview, class discussion. Part 2- Read interview transcript and make observations, class discussion. Part 3 - Students will write and interview and conduct interview of a fellow classmate or teacher. Students will evaluate an argument based on strength of claims.	Writing a Proposal -Students will practice Wrapping (Creating) involves creating and packaging ideas and solutions. Why is this important? Who needs to know about this? How can I effectively convey my ideas to others? Many packages get wrapped and rewrapped before they're given away. Students will use a variety of resources to explore writing an introduction for their presentations. Students will use a variety of resources to explore writing a conclusion for their presentations. Students will explore the process of Waving (Communicating) is communicating ideas to others through presenting, publishing, and sharing. Students share their ideas, try out new approaches, and ask for feedback. Students will explore a variety of ways to present their findings. Students will practice giving presentations to an audience of their peers. Students will explore the research process step Wishing (Assessing) is assessing, evaluating, and reflecting on the process and product. Students begin thinking about how the project went and consider possibilities for the future. Students will present final presentations to an appropriate audience.

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