



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Business

COURSE/GRADE LEVEL(S): Digital Literacy / 9th - 12th Grade

I. Course Overview

Digital Literacy is a one-semester course that develops effective skills, habits, practices and understandings to efficiently and appropriately navigate the increasingly-connected digital lifestyle of the 21st century. While mastering transmedia navigation and powerful research techniques to search for, assess and synthesize information, students will be exposed to a broad spectrum of web-based content creation and data visualization tools to share and present content in compelling formats. Students will also explore digital productivity tools, scheduling, multi-tasking and attention management strategies while applying them in real-time to their current schoolwork and extracurricular activities. Immersing students in collaborative Web 2.0 technologies and environments, Digital Literacy focuses on the development of a positive web presence and successful interaction within diverse academic, professional and social communities. Students will explore ethical considerations of digital citizenship while better understanding the implications technology has on privacy.

II. Units of Study

- Unit 1 - Data Analysis
- Unit 2 - Time and Attention Management
- Unit 3 - Information Acquisition and Management
- Unit 4 - Content Production & Presentation
- Unit 5 - Digital Citizenship, Ethics, Communication, and Web

III. Learning Objectives

New Jersey Student Learning Standards:

21st-Century Life and Careers - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences



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- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.A.3 Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- 9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

B. Creativity and Innovation

- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2 Create and respond to a feedback loop when problem solving.
- 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

C. Collaboration, Teamwork, and Leadership

- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

E. Communication and Media Fluency

- 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 9.1.12.E.2 Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
- 9.1.12.E.3 Design a digital communication system to alert other countries in the event of a natural disaster.
- 9.1.12.E.4 Predict the impact of emerging media technologies on international business and globalization.

F. Accountability, Productivity, and Ethics

- 9.1.12.F.1 Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- A. Technology Operations and Concepts
- B. Creativity and Innovation



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- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving, and Decision Making

IV. Essential Questions

Unit 1: Data Analysis

- In what ways can data analysis tools like Excel and Google Spreadsheet be used to improve our lives?
- How does data analysis change our understanding of the world?
- How can spreadsheet programs support problem-solving and decision making?
- How can spreadsheet programs increase productivity and organization?
- How can spreadsheet programs be used to communicate data effectively?
- How can data be manipulated to provide more conclusive evidence?

Unit 2: Time and Attention Management

- What is time management?
- Is how we work more important to our success than what we know?
- Is procrastination inevitable?
- How can knowledgeable workers manage their work environment most effectively?
- Does multitasking increase productivity?
- How do the qualities of technology that make us more productive also make it more difficult for us to keep working?
- How do we get technologically literate individuals to fully utilize the capabilities of smartphones, tablets, and other devices to increase organization and productivity?

Unit 3: Information Acquisition and Management

- How does the internet work?
- Is Wikipedia a reliable source? What are the pro's and con's of using Wikipedia?
- What makes a website a credible source?
- How can social bookmarking improve the way we share information?
- What is a scholarly journal? How do you find a scholarly journal?
- How do refine a search to give you the most relevant and useful information?
- What is the difference between a "tag" and a "folder"?
- What is the difference between linear, nonlinear and contextual organization of information?
- Why is information management important?

Unit 4: Content Production & Presentation

- What is the best way to present content to convince a viewer or reader?
- What is the most effective tool with which to write?
- Which is the most effective tool with which to publish?
- Which is the most effective tool with which to present?
- How do you grab the attention of an audience and keep it throughout a presentation?



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- How does a speaker connect with a large audience?
- What are the most effective ways to retain information as an audience member in a lecture?

Unit 5: Digital Citizenship, Ethics, Communication, and Web

- How does one determine what to share with whom and how to share it?
- What is digital citizenship and why is it important?
- Who am I online?
- How are face-to-face interactions both the same and different from online interactions? Do the same rules of behavior apply?
- How can one determine the connection between appropriate language and diverse audiences?

V. Key Performance and Benchmark Tasks

- Demonstrated use of a variety of web application and technology tools in the completion of classwork
- Homework, classwork, and project assignment completion, timeliness, and quality
- Tests and quizzes
- Student technology-use, journals and written assignments
- Project-based assessments
- Class presentations
- Class participation, online forum discussions and graded discussion
- Formative and Summative evaluations

VI. Instructional Materials

Secondary Source Supplemental Readings and Media:

Selected articles from professional journals, teacher-reviewed online sources, book excerpts, podcasts, online videos and other media

Web Applications such as:

- Google Apps
- GQueues
- Diigo
- Evernote
- Prezi
- Glogster
- Spicynodes