



# Digitability Sample Lesson: Password

Unit 4



TechCrunch





Digitability™  
Be Work Ready!

Digitability is the only scalable, STEM-focused model that continues to be recognized as an innovative solution to the unemployment crisis facing a large – and growing – population of those with disabilities. **Whereas less than 30% of people with disabilities are employed, 70% of Digitability graduates obtain full-time employment.**



**Something for EVERY Student:** The needs of individuals who participate in Digitability run the gamut. All of your resources are extensively differentiated to support a wide range of cognitive, communication and behavioral needs.



**Reduce Time Planning & Progress Monitoring:** Digitability manages your existing special education priorities into a streamlined process. We have all the tools to enhance existing programming or serve as a foundation for innovative programming at any school or in any classroom.

#### Program Resources Include:

- ✓ 700+ Digital Literacy Lesson Plans
- ✓ 200+ Social, Communication & Behavior Resources
- ✓ 600+ Workplace Readiness Activities
- ✓ 100+ Functional Academic Resources
- ✓ 900+ Interactive Online Activities
- ✓ IEP Goal Bank and Progress Reports
- ✓ Data Dashboard to Track IEP Transition Data
- ✓ Year-long, teacher coaching on Evidence-based Practices

**Earn Amazon Gift Cards!** Our teacher coaching and professional development services reward each teacher with Amazon Gift cards throughout their process of achieving mastery of evidence-based practices and improving transition outcomes for students.



**JOBS**

**Students Obtain Full-Time Employment:** Each student graduates with a work-ready, skills-based portfolio and the social/emotional ability to persevere, self-regulate and self-advocate in learning environments that simulate “real-world” workplace settings. Digitability’s program for today’s modern workplaces has been featured on **MSNBC, CNET, NPR, TechCrunch, Ted Talks**, and showcased at **Silicon Valley’s Social Innovation Summit**.

For more information visit [digitability.com](http://digitability.com) or contact: [info@digitability.com](mailto:info@digitability.com)



TechCrunch



# Digitability™ Award-Winning Curriculum

## Curriculum Categories

### Digital Literacy

- ▲ Sharing & Connecting Online
- ▲ Using Online Accounts
- ▲ Workplace Technology

### Social Skills

- ▲ Flexible Thinking/Problem Solving
- ▲ Active Listening
- ▲ Interpreting Directions

### Language

- ▲ Expressive/Receptive Language
- ▲ Workplace Communication
- ▲ Giving, Receiving & Interpreting Feedback

### Behavior

- ▲ Self-regulation
- ▲ Self-advocacy
- ▲ Time-on-Task Attendance

### Functional Academics

- ▲ Reading
- ▲ Writing
- ▲ Financial Literacy (earning, spending and saving)

### Transition

- ▲ Interviewing
- ▲ Applying for Jobs
- ▲ Digital Projects

## Employment Experience

### Identify Interest

### Getting Hired to Work

### Performance Reviews

### Portfolio + Interview

### Work-Ready!

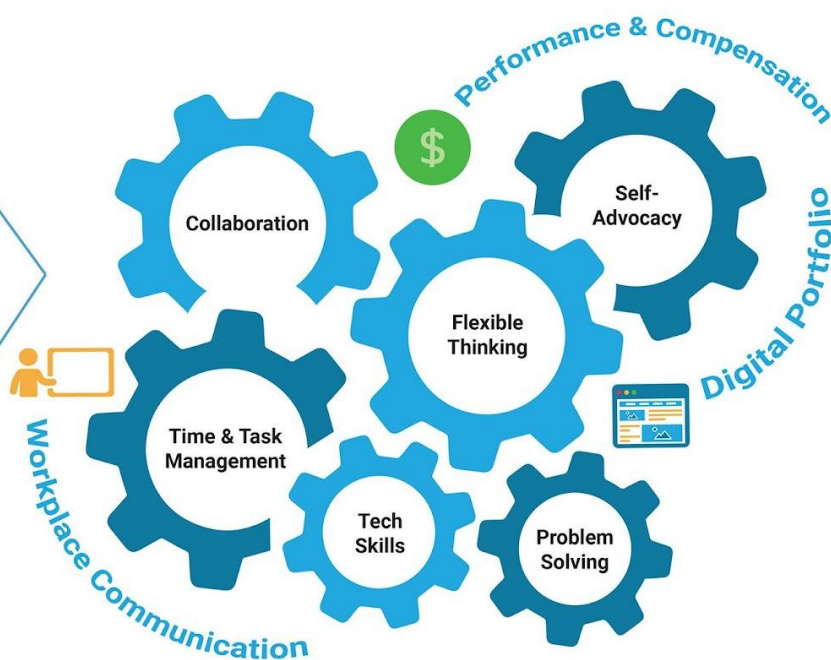
### Start Here

Students begin by choosing an employment project in Digitability's Work Simulation Library and apply for the job they are interested in.

### Apply for a Job

#### Project Samples

- Coffee Shop
- YouTube Marketing
- A13  
2Bc Data Entry
- Website Creation
- + Choose Your Own



- ✓ Resume via Digitability Workplace Partner Projects
- ✓ Digital Project to Showcase to Employers
- ✓ Interview Talking Points from Digitability Work Experience
- ✓ Self-Advocacy Plan



SCAN HERE

## Product Features

### Lesson Plan Resources

- Video Lesson Library
- Lesson Plans
- Differentiated Assessments and Activities
- Google Drive Templates (Docs, Sheets, Slides and more!)

### IEP Process, Data, and Reporting

- % Student Progress Monitoring
- IEP Goal Bank
- Weekly Emailed Student Updates
- Data Dashboard

### Teacher Support

- 1:1 Year-Long Coaching
- Evidence-Based Practices Training
- Rewards Program



# The First Virtual Banking System for Special Education Students

Powered By  
Digitability

Bankability allows students to experience a modern banking app while learning financial literacy and workplace behavior.

## Online Banking is Here!

Bankability works with The Digitability Social Economy, where students earn (and later spend) virtual money for practicing workplace behavior. With Bankability, students now receive direct deposits on payday, review pay stubs and personal bank statements.



## Pay Bills and Purchase Rewards

Using Bankability, students manage their checking and savings accounts, pay bills, shop, and review their finances all from their online bank account. Teachers can customize classroom bills and rewards, run payroll, and approve purchase requests all from their Bankability dashboard.

## Data & IEP Progress Reports

Bankability also allows teachers to track workplace readiness progress using Digitability's Individual Education Program (IEP) Transition Goal Bank. Assigning each dollar to a behavior will allow teachers to track that behavior overtime. Reports can be generated at the click of a button and shared with their Special Education Team.



Get Bankability Here!



## Lessons in this unit:

1. Website Applications
2. Types of Applications
3. Creating an Account
4. Personal Information
5. Usernames
6. Password
7. Logging In
8. Logging Out
9. Logging Out Safely
10. Website Applications Master Badge



# Level 1 Internet Navigator

## Unit 4: Application & Account Basics

### Lesson 6: Password







#### Lesson Overview

A password is a secret word that the web app will use to match you to your username.

#### Objective

Student is able to identify basic concept of online accounts.

#### What You Need:

- [Printed Money](#) 
- [Differentiated Resources](#) (Warm-up, Word Wall Badge, Exit Ticket, Etc.) 
- [Dollar Tracker](#) 
- [TAG Writing Rubric](#) 
- [Exit Ticket Part 2 Rubric for Scoring & Bankability Entry](#) 
- [Deposit Slips](#) 
- **Optional:** Google Slide Online Lesson Plan
- **Lesson Video:** [Password](#)
  - Click on Videos > Select Level 1 Internet Navigator > Select Unit 4: Website Applications > Select Password

#### This Lesson Connect to:

- ✓ **Social Skills**
- ✓ **Functional Academics**
- ✓ **Workplace Readiness**

#### Goal Bank





- ✓ **Financial Literacy**
- ✓ **Digital Literacy**
- ✓ **Workplace Communication**

#### Workplace Connection Activity


Students will identify characteristics of a strong password.

# WARM UP & LESSON VIDEO

## Social Economy: Workplace Culture

1.  "For a Participation Dollar, (Student Name) how much money did you earn yesterday? "
2.  "For a Participation Dollar, raise your hand and tell me how many dollars you would like to earn today?"
3.  "(Student Name) said (repeat answer) dollars. Nice job earning a Participation Dollar! Who else would like to earn a Participation Dollar?"
4. Give each student a My Income Goals handout or electronic copy. "For a Participation Dollar, enter the amount of money you want to earn under Goal Income."
5.  "For a Participation Dollar, who can tell me why we use a username on a web app?"

**Possible Answers:** it tells the web app who is using the website


6.  "(Student Name) thinks of (repeat answer). Nice job earning a Participation Dollar!"

7.  "For a Participation Dollar, write down the first word that comes to mind when thinking of the word password."

**Possible Answers:** private, secret, code


8.  "(Student Name) has their hand up. Nice job earning a Participation Dollar!"

9.  "For a Participation Dollar, who can tell me the name of our next badge?"

10.  (Student Name) said (repeat answer). Nice job earning a Participation Dollar!"

Bring attention to the screen. "Let's watch this training video. I know that (Student Name) is actively watching because he has his eyes on the screen. When you hear the word 'Password' give me a thumbs up and I'll add Participation Dollars."

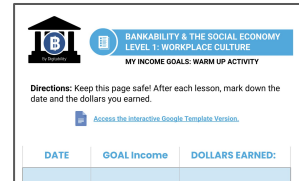
 Play video **Password**

 Do not go on to the activity just yet.

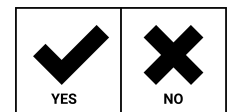
## Ways to Differentiate

T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [My Income Goals](#) 4.GOALS for prompting.



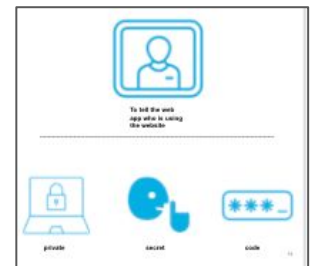
T3 Modify questioning to a [Yes/No](#) Format.



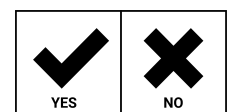
## Ways to Differentiate


T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [Image Exchange Cards](#) for prompting.



T3 Modify questioning to a [Yes/No](#) Format.




 Training videos are designed to be explicit.

# INFORMAL ASSESSMENT


During the Informal Assessment you will prompt several students to recall a variety of concepts from the video.

11.  "For a Participation Dollar, who can tell me what a password is?"

**Possible Answers:** a secret word that the web app will use to match you to your username


 Structure prompting to get multiple students to recall the key concept using language from the video. **Key Concept:** "A password is a secret word that the web app will use to match you to your username."

**Optional:** Write the term and definition in notebooks after student responses.

12.  "(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"

13.  "For a Participation Dollar, should you share your password with your friends?"

**Answer:** No

14.  "(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"

At the end of the Informal Assessment section, have all students repeat the key concept of the lesson: **Key Concept:** "A password is a secret word that the web app will use to match you to your username."

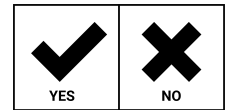
## Ways to Differentiate


T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [Informal Assessment IECs](#) for prompting.



T3 Modify questioning to a [Yes/No](#) Format.



 **Pro Tip:** Increase the dollar amount for reluctant students or to increase motivation.

# ONLINE ACTIVITY

15.  "For a Participation Dollar, who would like to lead our team in completing..."

**Sign up for Digitability to unlock hundreds of lesson plan and activities!**



## Ways to Differentiate

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# EXIT TICKET PART 1: JOB ASSIGNMENT

20. **T** Choose an Exit Ticket Job Assignment for each of your students (see differentiation).
  21. Set a Job Assignment Deadline. *"I'm setting a timer for \_\_\_ minute(s). If you complete this job assignment in \_\_\_ minute(s) you will earn \$2."*
  22. Remind students, *"The deadline is approaching. There is one minute left."*
  23. If there are students who have not completed their Job Assignment within the initial amount of time you allotted, create a second opportunity for a lesser amount of money.
- Use the [TAG Writing Rubric](#) to assess Writing Skills for students completing T1 writing assignment.

# PART 2: WORKPLACE COMMUNICATION

24. *"For a Participation Dollar, who will share their sentence?"*
  25. **+** *"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"*
  26. *"For a Participation Dollar, who can share one of their examples?"*
  27. **+** *"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"*
  28. *"For a Participation Dollar, who would like to come up and present their job assignment?"*
  29. **+** *"(Student Name), nice job sharing and earning a Participation Dollar!"*
- Use the [Exit Ticket Rubric](#) to assess Workplace Communication Skills for students throughout the year. Later, you can enter scores as earnings into [Bankability Payroll](#) field called Exit Ticket.
30. *"For a Participation Dollar, who would like to give feedback to (student) on their presentation?"*
  31. **+** *"You can give feedback by telling (Student) what you liked about their presentation. Then, you can ask (Student) a question."*

Be sure that students do both.

- a. Describe what they liked about the presentation (prompt students to say more than "I liked your drawing." Ask, *"What did you like about it?"*)
- b. Ask a question about the presentation.

32. **+** *"Nice job giving feedback and earning a Participation Dollar, (student)!"*
33. After student does both, ask the student presenting, *"(Student), what did you hear [student who gave feedback] say?"*

## Ways to Differentiate

- T1 Student completes [Vocab Paragraph](#) worksheet

- T2 Student completes [Vocab Block](#) worksheet

- T3 Student completes [Trace n' Learn](#) card

## Ways to Differentiate

- T1 Use [5 Types of Prompting](#) for verbal responses.

- T2 Use [Sentence Starters](#) & [Exit Ticket IECs](#) for prompting.

- T3 Student completes [Peer to Peer Feedback Cheat Sheet](#)

**Pro Tip:** Prompt the student to say more than, "I liked your drawing."



partner.

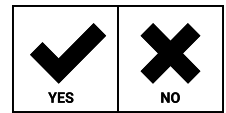


## Workplace Connections Activity

WORKPLACE CONNECTION	T1 Privacy Information	5.3.A.1	BOOKS TEMPLATE
<b>Directions:</b> Use the checklist to select information that should be kept private online.			
<input type="checkbox"/>	Name		
<input type="checkbox"/>	Address		
<input type="checkbox"/>	Your dog's name		
<input type="checkbox"/>	Social Security Number		

Students will identify private information. Enter each student's earnings from this lesson into [Bankability Payroll System](#) in the field called **Participation/Contributing**.

**T3** Modify questioning to a [Yes/No](#) Format and adult/Tier 1 partner.



## Looking Ahead

- **Level 1 Social Economy** - Have your list of bills and rewards set up in Bankability! [Here are some ideas](#) to get you started!
- **Coaching & Rewards** - Schedule your monthly check-in call with your Coach! They can answer more questions once you implement a lesson plan with your students and identify the best resources to support your classroom needs.
- **Work Simulation** - Your coach will introduce you to the Work Simulation Competition and help brainstorm project ideas and partners! [Learn more.](#)





# Supplemental Materials

Digitability



TechCrunch





[Find All Bills Here](#)

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Payroll

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# BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

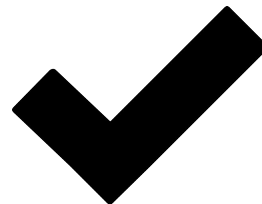
## 4.GOALS MY INCOME GOALS: WARM UP ACTIVITY

**Directions:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

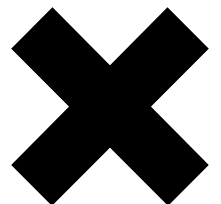


[Access the interactive Google Template Version.](#)

DATE	GOAL Income	DOLLARS EARNED:



**YES**



**No**

**Level 1 Unit 4**  
**IMAGE EXCHANGE CARD**

**4.NUMBERS**

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

# Level 1 Unit 4 Lesson 6

## IMAGE EXCHANGE CARD

4.6.1.2

Warm Up

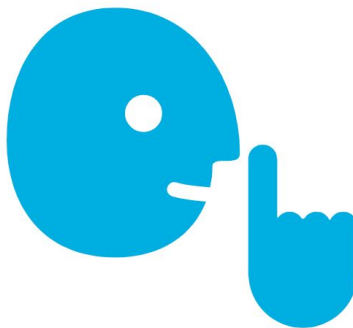


To tell the web app who is using the website

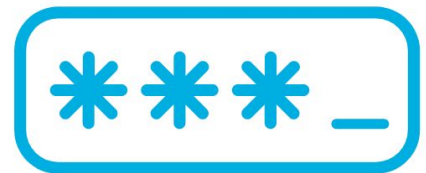
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private



secret



code



Name

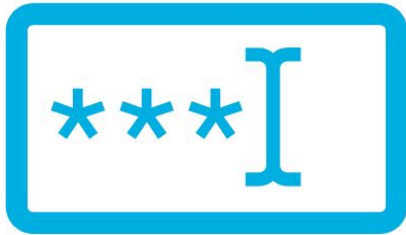
Date

# Level 1 Unit 4 Lesson 6

## IMAGE EXCHANGE CARD

4.6.2.2

### Informal Assessment



**Secret word**



**Used to match you  
to your username**



Name

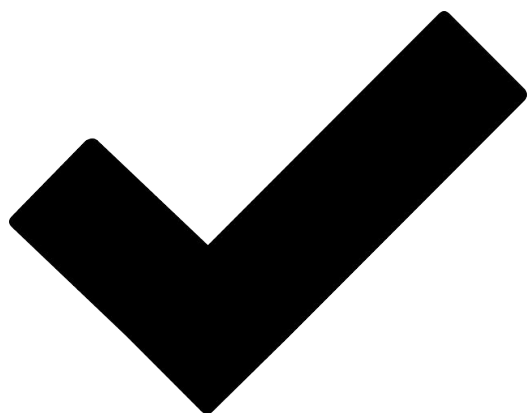
Date



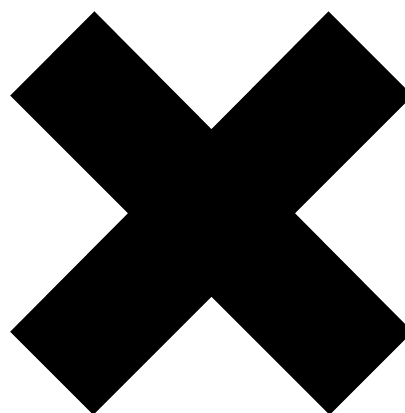
## YES OR NO IMAGE EXCHANGE CARD

4.IEC.Y/N

**Directions:** To make a selection, right click on the YES or No box.



**YES**



**NO**



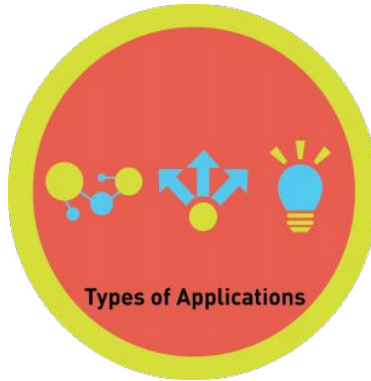
## Level 1 Social Economy

### Badge Board

#### 4.BADGE



[Access the interactive Google Template Version.](#)



Name

Date



## WORD WALL PRINTOUT

4.6.3



**A secret word that the web app will use to match you to your username**



T1

# VOCAB PARAGRAPH

## 6.4.4.1 | EXIT TICKET



[Access the interactive Google Template Version.](#)

**Directions:** Write a paragraph using this lesson’s vocabulary word. Be sure to describe what it is and provide examples. Include any ways it may be used in the workplace.

Vocab Word
Internet

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---



---

Name

Date



## T2 VOCAB BLOCK

4.6.4.2 | EXIT TICKET



[Access the interactive Google Template Version.](#)

<b>Define:</b>			<b>Sentence:</b>
		<b>Password</b>	
<b>Examples:</b>			<b>Draw/Find Picture</b>



## T3 TRACE 'N' LEARN

### 4.6.4.6 | EXIT TICKET



[Access the interactive Google Template Version.](#)

PASSWORD

A SECRET WORD THAT THE WEB  
APP WILL USE TO MATCH YOU  
TO YOUR USERNAME

Name

Date

# Level 1 IMAGE EXCHANGE CARD

4.6.5.2





Name

Date



T2

## SENTENCE STARTER CHECKLIST



Name

Date



**T3**

## PEER TO PEER FEEDBACK CHEAT SHEET

### 4.FEEDBACK | EXIT TICKET



your phone?



### 4.TAG WRITING RUBRIC



## Exit Ticket Part 1 Giving and Receiving Feedback for Workplace Communication Rubric

**Teachers:**

**IEP Goal for Writing:** Given a writing assignment at a \_\_\_ (grade/proficiency Level), Student will be able to compose a paragraph using the TAG Rubric in Digitability.

Every learner will have a range of writings skills. The goal is to demonstrate progress toward increasing writing skills through the repetition of the Exit Ticket Activity.

Writing Skills	Advanced	Proficient	Basic	Below Basic	Score
<b>T &amp; A: Turn Question into Topic Sentence and Answer Question</b>	<p>Topic sentence clear, correctly placed and correctly answered. <b>[4 points]</b></p> <p><b>Nice Job!</b></p>	<p>Topic sentence is either unclear or incorrectly placed but has a correct answer <b>[3 points]</b></p> <p><b>Next Steps:</b> For homework, you will revise your topic sentence to clearly introduce your topic.</p>	<p>Topic sentence is unclear but is correctly placed and has a correct answer <b>[2 points]</b></p> <p><b>Next Steps:</b> For homework, you will revise your topic sentence to clearly introduce your topic.</p>	<p>Topic sentence is unclear, incorrectly placed and did not have an accurate answer <b>[1 point]</b></p> <p><b>Next Steps:</b> For homework, you will revise your topic sentence to clearly introduce your topic.</p>	
<b>G: Give Supporting Examples</b>	<p>Paragraph(s) has/have three or more supporting example sentences that relate back to the topic sentence <b>[4 points]</b></p> <p><b>Nice Job!</b></p>	<p>Paragraph(s) has/have two supporting detail sentences that relate back to the topic sentence. <b>[3 points]</b></p> <p><b>Next Steps:</b> For homework, you will revise your paragraph to include atleast 3 supporting details.</p>	<p>Paragraph(s) has/have one supporting example sentence that relates back to the topic sentence. <b>[2 points]</b></p> <p><b>Next Steps:</b> For homework, you will revise your paragraph to include atleast 3 supporting details.</p>	<p>Paragraph(s) has/have no supporting example sentences that relate back to the topic sentence. <b>[1 point]</b></p> <p><b>Next Steps:</b> For homework, you will revise your paragraph to include atleast 3 supporting details.</p>	

## 4.TAG WRITING RUBRIC

<b>Legibility</b>	<p>Legible handwriting, typing, or printing. <b>[4 points]</b></p> <p><b>Nice Job!</b></p>	<p>Writing is legible in most places. <b>[3 points]</b></p> <p><b>Next Steps:</b> For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.</p>	<p>Writing is legible in some places. <b>[2 points]</b></p> <p><b>Next Steps:</b> For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.</p>	<p>Writing is not legible. <b>[1 point]</b></p> <p><b>Next Steps:</b> For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.</p>	
<b>Mechanics</b>	<p>Paragraph(s) has/have No errors in punctuation, capitalization and spelling. <b>[4 points]</b></p> <p><b>Nice Job!</b></p>	<p>Paragraph(s) has/have 1-2 punctuation, capitalization and/ or spelling errors. <b>[3 points]</b></p> <p><b>Next Steps:</b> For homework, you will correct all errors.</p>	<p>Paragraph(s) has/have 3-5 punctuation, capitalization and/ or spelling errors. <b>[2 points]</b></p> <p><b>Next Steps:</b> For homework, you will correct all errors.</p>	<p>Paragraph(s) has/have 6+ punctuation, capitalization and/ or spelling errors. <b>[1 point]</b></p> <p><b>Next Steps:</b> For homework, you will correct all errors.</p>	
<b>Creativity/Style</b>	<p>Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph ALL of the time. <b>[4 points]</b></p> <p><b>Nice Job!</b></p>	<p>Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph MOST of the time. <b>[3 points]</b></p> <p><b>Next Steps:</b> For homework, you will rewrite your paragraph(s) with 5-10 adverbs, adjectives, and/or prepositional phrases.</p>	<p>Makes writing descriptive by using 5-10 adverbs, adjective and/or prepositional phrases appropriately in each paragraph SOME of the time. <b>[2 points]</b></p> <p><b>Next Steps:</b> For homework, you will rewrite your paragraph(s) with 5-10 adverbs, adjectives, and/or prepositional phrases.</p>	<p>Does not use adverbs, adjectives and/or prepositional phrases to make writing descriptive. <b>[1 point]</b></p> <p><b>Next Steps:</b> For homework, you will rewrite your paragraph(s) with 5-10 adverbs, adjectives, and/or prepositional phrases.</p>	
					<b>Total Score:</b>



[Access the interactive Google Template Version.](#)

## 4.EXIT TICKET RUBRIC

### Exit Ticket Part 2 Giving and Receiving Feedback for Workplace Communication Rubric

Teachers:



**Digitability™**

**Deposit Slip**

Date \_\_\_\_\_

Name \_\_\_\_\_

Cash

Checks

Total


**Digitability™**

**Deposit Slip**

Date \_\_\_\_\_

Name \_\_\_\_\_

Cash

Checks

Total


**Digitability™**

**Deposit Slip**

Date \_\_\_\_\_

Name \_\_\_\_\_

Cash

Checks

Total


**Digitability™**

**Deposit Slip**

Date \_\_\_\_\_

Name \_\_\_\_\_

Cash

Checks

Total


**Digitability™**

**Deposit Slip**

Date \_\_\_\_\_

Name \_\_\_\_\_

Cash

Checks

Total


**Digitability™**

**Deposit Slip**

Date \_\_\_\_\_

Name \_\_\_\_\_

Cash

Checks

Total


Name

Date

## WORKPLACE CONNECTION

T1 Password

| 4.6.6.1 |



[GOOGLE TEMPLATE](#)

**Directions:** Check off the characteristics that make a strong password.

- Your name
- Letters and numbers
- Your birthday
- Special characters
- Your address
- Uppercase and lowercase letters



## WORKPLACE CONNECTION

T2 Password

| 4.6.6.2 |

[GOOGLE TEMPLATE](#)

**Directions:** Check off the characteristics that make a strong password.

- Your name 
- Letters and numbers **a4m9tt3**
- Your birthday **mm/dd/yyyy**
- Special characters **#%&!**
- Your address 
- Uppercase and lowercase letters **ThbYeW**



Name

Date

## WORKPLACE CONNECTION

T3 Password

| 4.6.6.3 |





[GOOGLE TEMPLATE](#)

**Directions:** Circle or point to your answer for the questions below.



Should you use your name as your password?



 YES	 NO
---	--



Should you use letters and numbers in your password?

a4m9tt3

 YES	 NO
--	---

Should you use your address as your password?



 YES	 NO
--	---