



## LEVEL 1: INTERNET NAVIGATOR

Digitability uses technology as a hook to develop expressive and receptive language.

## LEVEL 1 ECONOMY

Level 1 of Digitability's Classroom Economy lays the foundation for its unique and effective model of developing social and emotional capacity.

## AFTER THE MASTER BADGE

The Master Badge wraps up the unit objective with a Master Badge Goal Setting Exit Ticket. Following the Master Badge are Social Games and The Show What You Know (SWYK). Social Games develop social skills and language abilities. The SWYK activities are differentiated to assess mastery of the unit objectives as well as writing ability, comprehension and financial literacy.

## LEVEL 1 CAPSTONE

At the end of Level 1, students work together to plan a website in their first work-simulation (Capstone). Little technology is needed for this planning project and every student has a role to play in all work-simulations. Job roles in this project are differentiated so all students can showcase their contributions and reflect on their participation. Students use vocabulary and conceptual knowledge mastered throughout Level 1 to communicate with their team, practice interviewing, giving and receiving feedback, problem solving and project managing.



## UNIT INTRO TO DIGITABILITY

**OBJECTIVE:** Student will be able to describe the importance of digital literacy in their education.



## INTRO UNIT CONTENT OVERVIEW

This Unit will help in building a new classroom routine to begin the early stages of implementing Digitability. This will help you take the learning offline and into the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

Lesson 1: What is Digitability

Lesson 2: Welcome to Digitability!

Lesson 3: Logging into Digitability

## PARTS OF A LESSON

- |                        |                      |
|------------------------|----------------------|
| 1. Warm-up             | 6. Unit Master Badge |
| 2. Guided practices    | • Goal Setting*      |
| 3. Informal Assessment | • SWYK*              |
| 4. Guided Activity     | • Social Activities* |
| 5. Exit Ticket         | • Work-Simulations** |

\*included at the end of a Unit

\*\*included at the end of a Level

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## LEVEL 1 RESOURCES: INTRO UNIT



### IMAGE EXCHANGE CARDS (IECS)

Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs. Use these resources to ensure students are included throughout the lesson.

Yes/No · Thumbs up/thumbs down · Warm-up IECS



### EXIT TICKET

Exit tickets are used at the end of each lesson to quickly assess student comprehension. All Exit Tickets are differentiated.

Traceables · Word Blocks · Group project Reading Maze



### PARENT COMMUNICATION TOOLS

Keeping parents in the loop is important! You can use our dollar and data tracking tools to report student progress to parents.

Daily Data Tracking · Student Dollar Tracker Teacher Dollar Trackers



### THE SHOW WHAT YOU KNOW (SWYK)

The SWYK for The Intro Unit will help students be able to develop conceptual knowledge and comprehension of using the Internet by using the vocabulary words from this unit to develop both their writing and money skills. The SWYKs in this unit are differentiated to including a writing rubric, a fill in the blank and a reading maze. Math probes are also differentiated to include the numerical concepts of money as well as visual supports of dollar bills. Comprehension Probes are Differentiated including the Writing Rubric, Fill in the blank and Reading maze. Data Tracking Tools for the SWYK are also included for progress monitoring.



### SOCIAL ACTIVITIES AND GAMES

Social games are designed to develop expressive and receptive language as well as social skills through unit vocabulary and conceptual knowledge throughout Level 1.

- Bingo
- Planning a Website
- Matching
- What am I



### LINKING TO LEVEL 1 WORK-SIMULATION: PLANNING A WEBSITE

Understanding the importance of digital skills for their independence, students will develop a skill wishlist. This wishlist may influence the role they play in the work-simulation.