

Introduction

Smart Choices for a Digital Age: Social Skills, Technology, and Ethics is a social skills program with accompanying teacher guide, reader, workbook, art sheets, and assessments. The format is designed to allow students of varied reading abilities the opportunity to engage in the narrative (through text and illustrations), problem solve, discuss, and reflect. Recognizing students varied learning styles, each chapter includes seven multimodal worksheets.

Emphasis is placed on social emotional learning competencies as well as achieving academic learning standards. The stories and extended activities encourage collaboration, divergent thinking, and responsible decision-making while encouraging artistic expression.

Smart Choices for a Digital Age: Social Skills, Technology, and Ethics integrates the CASEL guidelines to address social emotional literacy. Each chapter features a protagonist who must resolve a technology dilemma within an ethical context while identifying personal feelings. The CASEL Learning Competencies in their entirety are listed below. Please visit the CASEL website to learn more ways to integrate Social Emotional Literacy across your entire learning curriculum. <https://casel.org>

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Self-awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



Self-management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Reflecting
- Ethical responsibility
- Teaching suggestions



Chapter 1



Staying in Touch

Learning Objectives Staying in Touch

Skill	Objective
Vocabulary and Tech Terms	Students will use the chapter vocabulary and tech terms (ROTC, confidence, pretend, accent, proud, graduate, especially, smartphone, technology, video chat) in proper context.
Comprehension Main Idea	Students will determine the main idea of the chapter - adjusting to change and separation.
Literacy Reading/Writing Verbal Expression	Students will describe three ways that video chat technology can help keep friends and family emotionally connected.
Technology	After previewing a teacher selected video, students will demonstrate how to initiate and complete a smartphone video chat.
STEAM Activities	Students will participate in a classroom survey and construct a bar graph comparing male and female smartphone ownership.
Social Emotional Literacy Competencies	Students will share multiple perspectives related to the perils of moving while showing both empathy and respect towards the main characters in the story.

Chapter 1: Main Characters



Julissa

Christina

Mr. and Mrs. Diaz

Lesson Plan Staying in Touch

Getting Started

- The themes of this novella are: adjusting to change and separation
- Introduction Chapter Divider Page

Which type of digital technology are the girls holding in their hands?
The girls are holding smartphones in their hands.

How can smartphones help people stay in touch?
Smartphones can help people stay in touch by emailing, texting, talking, and video chatting.

- Vocabulary, Tech Terms, and Key Characters

Read the vocabulary words, tech terms, and definitions aloud.
ROTC, confidence, pretend, accent, proud, graduate, especially, smartphone, technology, video chat.

Ask a student to use one or two of the glossary words in a sentence.

Read the names of the key characters who will appear in the story.

Julissa, Christina, Mr. and Mrs. Diaz

- Story Preview and Building Knowledge

What do you think the story is about?

The story is probably about moving away from your family and using smartphones to stay in touch.

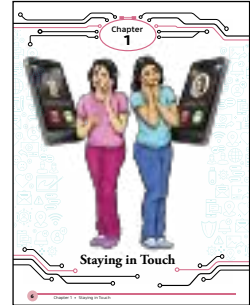
Why do you think the artist put a cloud over Julissa's head in the first picture on page 8?

It shows Julissa is thinking or remembering.

Identify two emotions that the main characters (Julissa and Christina) are experiencing.
Two emotions Julissa and Christina may be feeling are sadness and joy.

How does it feel when someone close to you moves away?

You usually feel sad. Using a smartphone can help you keep in touch with the person who moves far away.



Vocabulary

NOTE: Read an Official Training Card.

confidence: "Full trust in the ability of a person."

pretend: "to make believe."

accent: "a way of pronouncing words."

proud: "pleasure or satisfaction in something done."

graduate: "a person who has received a degree or diploma from a school."

especially: "particularly."

Tech Terms

smartphone: "a device that combines a cell phone with a handheld computer."

technology: "applying scientific knowledge for practical purposes."

video chat: "using a video camera to communicate through a network or computer."

Julissa Christina Mr. & Mrs. Diaz

Read the Story

Chapter 1 Staying in Touch

Julissa remembered back to when the girls were first separated.

Julissa wasn't just the owner. Her best friend, Christina, would be joining her too. Just thinking about it made Julissa's stomach hurt.

Julissa remembered how to open the girls who first introduced. She pulled herself. Julissa and Christina's parents had decided to move them to another city. Christina, they wanted to live with Aunt and Uncle. She had always dreamed of going there. Julissa and her two cousins stayed behind. Julissa pretended to be uninterested in the new school in the future.

Before Christina boarded the plane for America, she placed a picture of the two girls together in a memory book.

When her parents moved to New York, Mr. Diaz found a job at a bakery. He worked twelve hours a day. Mrs. Diaz found a job as a teacher at a middle school. For months, Mr. Diaz had to make long drives to visit Julissa and her two cousins in their new home. It was the hardest day of Julissa's life. There was no one to attend to her.

At first, she was nervous about the change. Everything was different. The food, the school, the people, and the way they thought.

Christina missed Julissa's company. She'd worry about a thing. Julissa knew you can't control what you can't control. But she was going to do her best to stay positive. At first, she worried about the accident. It took her a while to get used to the car. But she was smiling.

"Having a big sister is the most wonderful thing in the world."

Christina's mom would always tell Julissa to stay.

Christina would be a great person to depend on. She would always be there to help her out. She would always be there to help her out. She would always be there to help her out.

Throughout middle school and high school, Christina kept her confidence. She always had a smile. She always had a smile. She always had a smile.

Julissa was proud of Christina when she joined the ROTC. She was proud of Christina when she joined the ROTC. She was proud of Christina when she joined the ROTC.

Mr. Diaz and Mrs. Diaz had an accident. Mrs. Diaz was driving to work. She was driving to work. She was driving to work.

Christina missed Julissa about the change. It's hard to change. Christina missed Julissa. It's hard to change. Christina missed Julissa. It's hard to change. Christina missed Julissa.

Mr. Diaz and Mrs. Diaz were happy. They thought when Christina was sent to represent to ROTC. It was a good thing. It was a good thing. It was a good thing.

Christina was very nervous. She was very nervous. She was very nervous. She was very nervous. She was very nervous.

"She's a member of the ROTC. Make me feel special."

Julissa was happy for Christina, but she could not hold her sadness. The girls would have to be separated. They would have to be separated. They would have to be separated.

Just the thought of the package, Christina wanted to hold it. She wanted to hold it. She wanted to hold it.

"What is that? Why are you giving me a gift?"

"You will receive a part of my life when you go." Christina answered. Christina gave the gift to her sister. "Take the package with you. You will understand."

Christina opened the gift. Christina then said, "Actually, Julissa, this is not just your gift. It is your gift."

Inside the package was a smartphone.

"Technology can help keep us close."

"Is this really for me? I don't understand," Julissa said. "Don't you need the new phone?"

"No," Christina answered. "It's our gift. You can get it at any store. You can get it at any store. You can get it at any store."

"I don't believe it. I don't know what to say," Julissa responded.

"When I'm not working," Christina answered. "The ROTC has taught me that my phone is not just a phone. It's a way to stay in touch. It's a way to stay in touch. It's a way to stay in touch."

Christina continued. "The key is going to send me a message for you after I leave. The key is going to send me a message for you after I leave. The key is going to send me a message for you after I leave."

At the time, Julissa didn't understand. She didn't know how to use it. She didn't know how to use it. She didn't know how to use it.

As Julissa hugged Christina, she thought to herself, "Being able to video chat is how I'm staying in touch. It's how I'm staying in touch. It's how I'm staying in touch."

Chapter 1



Staying in Touch

Technology, Social Skills, and Building Character

Julissa's body language and facial expression show she was crying tears of:

- a. anger b. sadness c. appreciation



Tech Talk...

1. How can video chat technology help keep Julissa and Christina close? _____

Social Skills...

1. Why was Julissa upset when she first learned Christina was planning on joining the Navy?

2. Do you think Christina made the right choice? Explain. _____

3. How do you think Christina's parents felt about her decision? Why? _____

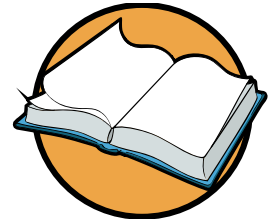
Building Character...

1. What did Christina do to help Julissa understand and accept her decision? _____

2. In what ways can Julissa continue to show her support for Christina? _____

Context Comprehension

Vocabulary Cloze Practice



Directions: Fill in the blanks from the word bank below.

especially ROTC pretended confidence accent

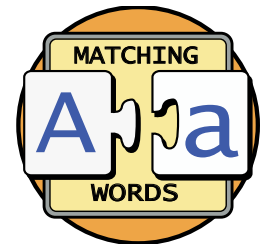
When they were young, Christina and Julissa and their family lived in El Salvador. Mr. and Mrs. Diaz moved to the United States to find work and have a better life. Julissa hated being separated from her sister. She **p** _____ to understand but she was really upset.

School was hard for Julissa. She was **e** _____ concerned about her **a** _____. Her older sister Christina told her not to worry. Christina promised to help Julissa fit in.

When Christina joined the **R** _____ her grades went up. She spoke with greater **C** _____. Julissa was proud of Christina.

Matching

Directions: Match the letter from column B to the word in column A.



Column A

Column B

- | | |
|---------------------|--|
| 1. _____ technology | a. pleasure or satisfaction in something done |
| 2. _____ graduate | b. using a video camera to communicate through a phone or a computer |
| 3. _____ video chat | c. applying scientific knowledge for practical purposes |
| 4. _____ smartphone | d. a person who has received a degree or diploma from a school |
| 5. _____ proud | e. a device that combines a cell phone with a handheld computer |

Showing Understanding

Directions: Select two key vocabulary words from the list below. Write two sentences showing that you understand the meaning of each word. Underline each word.

ROTC confidence pretend accent proud graduate especially

Directions: Select two tech terms from the list below. Write two sentences showing that you understand the meaning of each word. Underline each word.

smartphone technology video chat



Bonus Directions: Write one sentence that includes one key vocabulary word and one tech term from the list above.

Oh, My Words!

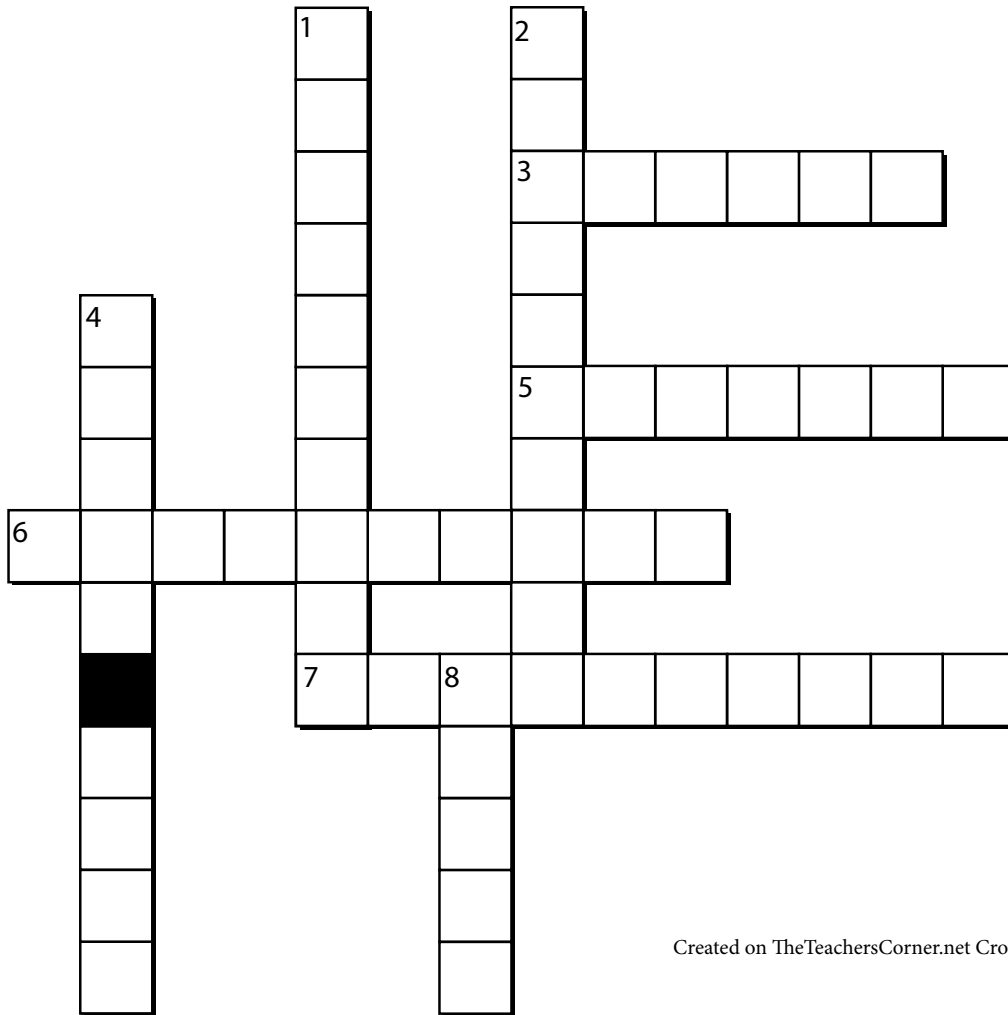
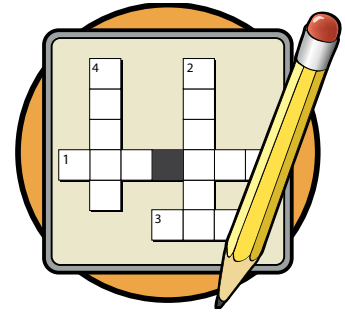
Directions: Complete the crossword.

Across:

- 3. a way of pronouncing words
- 5. to make believe
- 6. applying scientific knowledge for practical purposes
- 7. mostly

Down:

- 1. full trust in the reliability of a person
- 2. a device that combines a cell phone with a handheld computer
- 4. using a video camera to communicate through a phone or computer
- 8. pleasure or satisfaction in something done



Created on TheTeachersCorner.net Crossword Maker

proud pretend video chat technology especially confidence accent smartphone

Show Me So I Can Teach a Friend

How do I Video Chat Using a Smartphone?



Directions:

1. Using your Internet search engine, type in the name of your favorite video site.
2. In the search bar, type: How do I video chat using a smartphone?
3. Preview the video without taking notes.
4. Watch the video again. List the steps for video chatting.

My favorite video site: _____

Title of video: _____

Video link: _____

Steps for smartphone video chatting:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Conducting My Own Research



According to the research conducted at the Pew Institute, 95% of teens in the US have access to smartphones. Female teens have access to 97% of the smartphones. Males teens have access to 93%

"Teens, Social Media & Technology." Pew Research Center, Washington, D.C. (5/31/2018). <http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>

Collecting Data, Graphing, and Drawing Conclusions

Conduct a survey in your class. Compare your results to the Pew survey.

Total Number of students in class: _____

Number of male students who own smartphones: _____

Number of female students who own smartphones: _____

How many students own an iPhone®? _____

How many students own a Samsung®? _____

How many students own other brands? _____

Fill in the bar graph comparing the total number of female students owning smartphones to male students owning smartphones. Then answer the questions.

Male		Female	
15			15
14			14
13			13
12			12
11			11
10			10
9			9
8			8
7			7
6			6
5			5
4			4
3			3
2			2
1			1

- Which group owned more smartphones?

- How do your results compare to the Pew Institute's?

- Why might your results be different?

- Which brand is most popular in your class?

- How many people in your class have never video chatted?

Staying in Touch



Julissa remembered back to when the girls were first separated.

Julissa was sad. In just one week, her big sister Christina would be joining the Navy. Just thinking about it made Julissa's stomach turn.

Julissa remembered back to when the girls were first separated. Five years earlier, Julissa and Christina's parents had decided to move from El Salvador to the United States. They wanted to find work and a better life. The Diaz children moved in with Julissa's grandparents. After six months, Mr. Diaz sent money for Christina to join them. Julissa and her two brothers stayed behind. Julissa **pretended** to understand but she was upset on the inside.

Before Christina boarded the plane for the United States, she placed a picture of the two girls hugging in Julissa's palm.

It was a special gift.

Within two weeks of moving to New York, Mr. Diaz found a job at a bakery. He worked twelve hours a day. Mrs. Diaz found a job as a cashier at a local bodega. After 18 months, Mr. and Mrs. Diaz had saved enough money to send for Julissa and her two younger brothers. It was the happiest day of Julissa's life. There was no need to **pretend** any longer.

At first, life in United States was hard for Julissa. Everything was different: the food, the school, the people, and **especially** the language.

Christina sensed Julissa's concern. "Don't worry about a thing, Julissa. I know you are concerned about your **accent**, but I'm going to do my best to help you fit in. At first, I worried about my **accent** too. I thought no one would be able to understand me. But I was wrong."



"Having a big sister is the most wonderful thing in the world."

Christina's kind words always put Julissa at ease.

Whenever Julissa felt scared or unsure of herself, she would reach into her wallet and look at the worn photograph of the two of them hugging. Like magic, it would always make her feel better. "Having a big sister to help show me the ropes is the most wonderful thing in the world," Julissa said out loud.



Throughout middle school and high school, Christina kept her promise. She was always there to help. She kept Julissa out of trouble.

Julissa was **proud** of Christina when she joined the Navy **Reserve Officers' Training Corps (ROTC)** at Memorial High School. Christina's grades went up. She spoke with greater **confidence**.

Relatives and friends told Mr. and Mrs. Diaz that the **ROTC** was helping Christina become a leader. Christina **especially** took **pride** in her appearance. She was growing more **confident** with each passing week.

Julissa asked Christina about the changes. "It's hard to explain," Christina answered. "Being a member of the **ROTC** makes me feel special. And you know what? Nobody in the **ROTC** ever teases me about my **accent**. My new friends always have my back."

Mr. and Mrs. Diaz were **proud**. They beamed when Christina was selected to represent the **ROTC** at **graduation**. She would be the first Diaz to ever **graduate!** The Diazes **especially** loved the idea of Christina serving her new country.



"Being a member of the ROTC makes me feel special."

Julissa was happy for Christina, but she could not hide her sadness. The girls would soon be separated once again. Julissa tried to force a smile. She **pretended** to be upbeat at Christina's **graduation** party.

From the corner of the living room, Christina waved to Julissa to join her in the girls' bedroom. Once they were alone, Christina put her arm on Julissa's shoulder. Smiling, she handed Julissa a small box with a bright red bow.

"What is this? Why are you giving me a gift? Isn't this supposed to be your party? I don't understand," Julissa said.



“What is this? Why are you giving me a gift?”

“You will always be a part of my life wherever I go,” Christina answered. Christina gently placed the gift in Julissa's palm. “Open the package and then you will understand.”

Julissa opened the gift. Christina then said, “Actually, Julissa, this is not just YOUR gift. It is OUR gift.”

Inside the package was a **smartphone!**



“Technology can help keep us close.”

“Is this really for me? I don’t understand,” Julissa said. “Don’t you need the **smartphone** for yourself? Why would you give me a **smartphone**?”

“Well,” Christina answered. “It’s our gift because I got an extra **smartphone** for free when I signed up for a family cell plan. Isn’t **technology** amazing?”

“I can’t believe it. I don’t know what to say,” Julissa responded.

“Please don’t say anything,” Christina answered. “The **ROTC** has taught me that my future can be whatever I choose to make it. I want you to be a part of that future too.”

Christina continued, “The Navy is going to send me to college for free after I serve my four years. Think how **proud** mamá and papá will be to have a college **graduate** in the family. And besides, everywhere I go, we can go together. We can **video chat** every day. **Technology** can help keep us close.”

As Julissa hugged Christina, she thought to herself, “Being able to **video chat** is like having Christina’s picture in my wallet come to life.”

Chapter 1 • Staying in Touch Assessment

A. Reading Comprehension (5 points each)

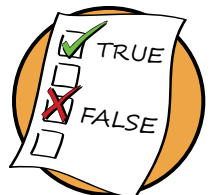
Directions: Circle the letter for the answer that best completes the sentence..



1. Julissa and Christina were both born in:
 - a. Jamaica
 - b. El Salvador
 - c. Honduras
 - d. Dominican Republic
2. After Mr. and Mrs. Diaz moved to New York, the Diaz children moved in with:
 - a. the Rodríguezes
 - b. their neighbors
 - c. their grandparents
 - d. Julissa's best friend
3. When Julissa finally moved to New York:
 - a. it was the happiest day of her life
 - b. she was angry
 - c. she was lonely
 - d. she wanted to move back to her home country
4. What did Julissa carry in her wallet that made her feel better when she was scared?
 - a. a worn photograph of herself and her older sister hugging
 - b. a license
 - c. a photo I.D.
 - d. a library card
5. What gift did Christina give to Julissa after she joined the Navy?
 - a. a necklace
 - b. a smartphone
 - c. a scrapbook with photos
 - d. a dog

B. True/False (4 points each)

Directions: Write the word True or False next to the number.



1. _____ Julissa was the first of the Diaz children to come to New York.
2. _____ Julissa looked up to her older sister Christina.
3. _____ Christina joined the Girl Scouts at Memorial High.
4. _____ Mr. and Mrs. Diaz were angry when Christina joined the Navy.
5. _____ Christina was the first Diaz to graduate from college.

C. Vocabulary Cloze Practice (5 points each)

Directions: Fill in the blanks from the word bank below.



especially ROTC pretended confidence accent

When they were young, Christina and Julissa and their family lived in El Salvador. Mr. and Mrs. Diaz moved to the United States to find work and have a better life. Julissa hated being separated from her sister. She **p** _____ to understand but she was really upset.

School was hard for Julissa. She was **e** _____ concerned about her **a** _____. Her older sister Christina told her not to worry. Christina promised to help Julissa fit in.

When Christina joined the **R** _____, her grades went up. She spoke with greater **C** _____. Julissa was proud of Christina.

D. Matching (5 points each)

Directions: Match the letter from column B to the word in column A.

**Column A****Column B**

- | | |
|-------------------|--|
| 1. ___ technology | a. pleasure or satisfaction in something done |
| 2. ___ graduate | b. using a video camera to communicate through a phone or a computer |
| 3. ___ video chat | c. applying scientific knowledge for practical purposes |
| 4. ___ smartphone | d. a person who has received a degree or diploma from a school |
| 5. ___ proud | e. a device that combines a cell phone with a handheld computer |

E. Just Discuss (5 points)

Discuss one way technology can help keep people close when one person moves away.
