

Course/Subject: Digital Citizenship Grade Level: K - 12

Textbook(s) / Instructional Materials Used:

Big Idea: Cyberbullying (posting, online discussions, think before posting), searching for content, basic safety/security (passwords/clicking permissions), online footprint, social media, sourcing information, boundaries between home/school.

Kindergarten - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Information Literacy, Creative Credit & Copyright

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Innovative Designer</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Build networks and customize their learning environments in ways that support the learning</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective</p>	<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p> <p>Know and use a deliberate process for generating ideas, testing</p>	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways</p>	<p>internet online website dictionary search private username time capsule credit original self-portrait publish message email</p>	<p>How do you go places safely on the computer?</p> <p>How can you use the alphabet to find things online?</p> <p>What kinds of information should you keep to yourself when you use the internet?</p> <p>How can</p>	<p>Students will be able to...</p> <p>Discover that the Internet can be used to visit far-away places and learn new things.</p> <p>Compare how staying safe online is similar to staying safe in the real world.</p> <p>Explain rules for traveling safely on the Internet.</p> <p>Learn how to search online</p>

<p>process.</p> <p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track</p>	<p>research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>theories, creating innovative artifacts, or solving authentic problems.</p> <p>Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<p>Create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>that broaden mutual understanding and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with</p>		<p>you give credit to your own creative work?</p> <p>How you connect with others through email?</p>	<p>by using the alphabet.</p> <p>Understand how to search for a specified letter of the alphabet on a children's dictionary site.</p> <p>Recognize the kind of information that is private.</p> <p>Understand that they should never give out private information on the Internet.</p> <p>Learn to create effective usernames that protect their private information.</p> <p>Define the term <i>credit</i>.</p> <p>List some reasons why credit is important for an artist.</p> <p>Give themselves</p>
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	their navigation online.				others to investigate solutions.			<p>proper credit on their own work.</p> <p>Understand that the Internet provides a means of communicating with real people.</p> <p>Describe how email messages are sent and received.</p> <p>Demonstrate an appreciation of how real people send messages to one another on the Internet.</p>
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Grade 1 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Information Literacy

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in	Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an	Students critically curate a variety of resources using digital tools to construct knowledge,	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	safe caution right digital footprint trail permanent online cyberbullying	How do you stay safe when you visit a website? What information is OK to	Students will be able to... Understand that being safe when they visit websites is similar to staying safe in

<p>their learning goals, informed by the learning sciences.</p> <p>Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>Build networks and customize their learning environments in ways that support the learning process.</p> <p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of</p>	<p>interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-</p>	<p>produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a</p>	<p>media appropriate to their goals.</p> <p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>search keywords subject link rate</p>	<p>have in your digital footprint?</p> <p>What can you do when someone is mean to you online?</p> <p>Which keywords will give you the best search results?</p> <p>What makes a website the right site for you?</p>	<p>real life.</p> <p>Learn to recognize websites that are good for them to visit.</p> <p>Recognize if they should ask an adult they trust before they visit a particular site.</p> <p>Learn that the information they put online leaves a digital footprint or "trail".</p> <p>Explore what information is appropriate to be put online.</p> <p>Analyze online behaviors that could be considered cyberbullying.</p> <p>Explain how to deal with a cyberbullying situation.</p> <p>Recognize the importance of engaging a</p>
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<p>ways.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>collection technology used to track their navigation online.</p>	<p>variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>					<p>trusted adult when they experience cyberbullying</p> <p>Understand the function of keywords and keyword searches.</p> <p>Apply their chosen keywords to find the information they are looking for on the Internet.</p> <p>Identify and explore different features of an informational website.</p> <p>Understand that not everyone will rate a website the same way.</p> <p>Evaluate whether they like or dislike features of a site.</p>
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Grade 2 - Topics Covered: Privacy & Security, Relationships & Communication, Information Literacy

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Innovative Designer</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Build networks and customize their learning environments in ways that support the learning process.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Build knowledge by actively exploring</p>	<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p> <p>Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>Select and use digital tools to plan and manage a design process that considers</p>	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>Create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>	<p>password protect secure online Internet community purpose product advertise respectful tone edit email header greeting body closing signature</p>	<p>How do you create a secure password?</p> <p>How does the Internet connect you to others?</p> <p>How do some websites try to get you to buy things?</p> <p>How can you make sure your emails are clear and respectful?</p> <p>How is writing an email similar to or different from writing a letter?</p>	<p>Students will be able to...</p> <p>Understand the functions of passwords.</p> <p>Identify strategies for creating and protecting secure passwords.</p> <p>Create their own secure passwords.</p> <p>Consider what it means to go online and use the Internet.</p> <p>Compare and contrast how they are connected to different people and places, in person and on the Internet.</p> <p>Demonstrate an understanding of how people can connect on the Internet by drawing a map</p>

<p>and are able to transfer their knowledge to explore emerging technologies.</p>		<p>real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>design constraints and calculated risks.</p> <p>Develop, test, and refine prototypes as part of a cyclical design process.</p>	<p>the message and medium for their intended audiences.</p>				<p>of their online community.</p> <p>Understand that the main purpose of product sites is to encourage viewers to buy the product.</p> <p>Create their own product site home pages with features designed to sell their products.</p> <p>Understand how to show respect in social situations.</p> <p>Recognize the importance of tone in both face-to-face and online communications.</p> <p>Learn rules to writing clear and respectful emails by editing an email message.</p> <p>Identify the five main parts of</p>
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								letter/email writing. Compare and contrast the format of letter writing to that of writing emails.
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Grade 3 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

<u>ISTE Standards: Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Computational Thinker</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research</p>	<p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p>Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p> <p>Understand how automation works and use algorithmic</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding</p>	<p>responsibility community digital citizen register (online) personal information private information identity theft cyberbully keywords precise results page synonyms alternative plagiarism citation respect</p>	<p>What kinds of responsibilities does a good digital citizen have?</p> <p>How can you protect yourself from online identity theft?</p> <p>What should you do when someone uses mean or scary language on the Internet?</p> <p>Which keywords will give you the best search results?</p>	<p>Students will be able to...</p> <p>Reflect upon their offline responsibilities.</p> <p>Examine their online responsibilities.</p> <p>Learn that good digital citizens are responsible and respectful in the digital world.</p> <p>Learn about the benefits of sharing information online, but also about the safety</p>

<p>in a variety of ways.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation</p>	<p>strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively</p>	<p>thinking to develop a sequence of steps to create and test automated solutions.</p>	<p>and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>		<p>How can you show respect for other people's work?</p>	<p>and security risks of sharing certain types of information.</p> <p>Understand what type of information can put them at risk for identity theft and other scams.</p> <p>Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.</p> <p>Empathize with those who have received mean and hurtful messages.</p> <p>Judge what it means to cross the line from harmless to harmful communication online.</p> <p>Generate solutions for dealing with</p>
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	online.	exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.					cyberbullying. Experiment with different keyword searches and compare their results. Refine their searches by using multiple words, synonyms, and alternative words and phrases. Draw inferences to explain their search results. Define plagiarism and describe its consequences. Explain how giving credit is a sign of respect for people's work. Articulate when it is acceptable to use people's work, and how to write a citation.
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Grade 4 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative</p>	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models,</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to</p>	<p>password protection random security user name expectation digital citizen pledge motto junk mail spam computer virus source citation bibliography update alter product</p>	<p>How can a secure password help you protect your private information?</p> <p>How do you create a positive online community?</p> <p>What is spam, and what can you do about it?</p> <p>How do you cite different types of online sources?</p> <p>How can photos be changed on the computer, and how can that affect</p>	<p>Students will be able to...</p> <p>Identify the characteristics of strong passwords.</p> <p>Apply characteristics of strong passwords to create new passwords.</p> <p>Create secure passwords.</p> <p>Establish expectations and norms for the group related to appropriate online behavior.</p> <p>Participate responsibly and respectfully in an online community.</p>

<p>explore emerging technologies.</p>	<p>ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>pursuits.</p> <p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing</p>	<p>or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>		<p>your feelings about the way you look?</p>	<p>Define what spam is.</p> <p>Explore strategies for safely managing unwanted messages.</p> <p>Identify different forms of spam.</p> <p>Explain the value of giving proper citations.</p> <p>Name the components of an MLA style citation for different types of websites.</p> <p>Create MLA style citations for online articles and professional sites.</p> <p>Recognize that photos can be altered digitally, and consider the upsides and downsides of this practice.</p> <p>Discuss how photo alteration</p>
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		answers and solutions.					can distort our perceptions and affect our self-image. Analyze how advertising uses photo alteration to help sell products.
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Grade 5 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy

<u>ISTE Standards</u>						
<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Creative Communicator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Create original works or responsibly</p>	<p>uncomfortable monitor (noun) monitor (verb) citizen digital citizen responsibility private information privacy policy seal of approval cyberbullying target empathize bystander upstander message stereotype</p>	<p>What's the difference between Internet friends and in-person friends?</p> <p>How can people help others be good digital citizens?</p> <p>How do you know if a website protects your private information?</p> <p>What is cyberbullying, and how do you deal with it?</p> <p>5. How do we learn stereotypes of boys and girls from</p>	<p>Students will be able to...</p> <p>Compare and contrast online-only friends and in-person, face-to-face friends.</p> <p>Analyze why private information should not be given to anyone online without the permission of a trusted adult.</p> <p>Debate how to respond if an</p>

<p>choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>repurpose or remix digital resources into new creations.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>		<p>media messages?</p>	<p>online-only friend asks them personal questions.</p> <p>Compare and contrast their responsibilities to their offline and online communities.</p> <p>Reflect on characteristics that make someone an upstanding citizen.</p> <p>Devise solutions to digital dilemmas.</p> <p>Learn which information they should avoid sharing online because it is private.</p> <p>Understand which kinds of websites have privacy policies, and why.</p> <p>Practice checking websites they visit for privacy</p>
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						<p>policies and privacy seals of approvals.</p> <p>Empathize with the targets of cyberbullying.</p> <p>Recognize some of the key similarities and differences between in-person bullying and cyberbullying.</p> <p>Identify strategies for dealing responsibly with cyberbullying.</p> <p>Compare and contrast gender stereotypes.</p> <p>Evaluate online media messages that convey gender stereotypes.</p> <p>Reflect on why gender stereotypes sometimes can be limiting.</p>
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ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Innovative Designer</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u> <u>Essential Questions</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Understand the fundamental concepts of technology operations, demonstrate</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p> <p>Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>Develop, test, and refine prototypes</p>	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>Communicate complex ideas clearly and effectively by creating or using a</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community</p>	<p>media digital media simile effective efficient strategy scam identity theft vulnerable phishing bystander upstander empathize</p> <p>What is the place of digital media in our lives?</p> <p>What steps can help you find what you're looking for when you search online?</p> <p>What is identity theft, and how can you protect yourself from it?</p> <p>How do you judge the</p>	<p>Students will be able to...</p> <p>Learn about the 24/7, social nature of digital media.</p> <p>Explore their digital lives.</p> <p>Learn that it is important to act responsibly when carrying out relationships over digital media.</p> <p>Understand the importance of using a variety of search strategies.</p> <p>Master new strategies for effective and efficient online searches.</p> <p>Learn to create and execute a</p>

<p>the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>as part of a cyclical design process</p>	<p>variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>intentions and impact of people’s words and actions online?</p> <p>What rights do you have as a creator?</p>	<p>five-step plan for conducting an online search.</p> <p>Understand what identity theft is and why it is important to guard against it.</p> <p>Learn to recognize strategies that scam artists use to access private information.</p> <p>Learn to guard against phishing and identity theft.</p> <p>Reflect on what it means to be brave and stand up for others offline and online.</p> <p>Learn to show empathy for those who have been cyberbullied.</p> <p>Generate multiple solutions for helping others</p>
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							<p>when cyberbullying occurs.</p> <p>Understand that copyright is a legal system that protects their rights to creative work.</p> <p>Compare different ways people license their copyrighted work.</p>
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Grade 7 - Topics Covered: Internet Safety, Relationships & Communication, Digital Footprint & Reputation, Self-Image & Identity, Creative Credit & Copyright

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u> <u>Essential Questions</u>	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Communicate complex ideas clearly and effectively by creating or	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with learners from a	habit log piracy plagiarism acknowledge opportunity pitfall inappropriate risky harass identity exaggerate deceive	Students will be able to... Assess how much time they spend with media activities. Record and compare the time they spend with different

<p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>ways that are safe, legal, and ethical.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>	<p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>using a variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>motivate consequences anonymous gender stereotype avatar</p> <p>What are your personal media habits, and how much time do you spend with different forms of media?</p> <p>What responsibilities do you have to respect others' creative work?</p> <p>How should you handle inappropriate online talk?</p> <p>What are the outcomes of presenting yourself in different ways online?</p> <p>What are gender stereotypes, and can they shape our experiences online?</p>	<p>forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos).</p> <p>Formulate a viewpoint on the role that digital media plays in their lives.</p> <p>Consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities.</p> <p>Understand that privacy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal</p>
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						<p>implications.</p> <p>Describe positive aspects of online talking and messaging.</p> <p>Identify situations in which flirting and chatting become inappropriate and risky.</p> <p>Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.</p> <p>Reflect on the benefits and risks of presenting their identities in different ways online.</p> <p>Evaluate - from an ethical point of view - the</p>
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						<p>feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.</p> <p>Define gender stereotypes and their impact on people's identities, both online and offline.</p> <p>Identify gender stereotypes in a virtual world for kids.</p> <p>Analyze opportunities and limitations for gender expression in virtual worlds.</p>
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Grade 8 - Topics Covered: Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>
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<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>digital footprint imagery persistent invisible audience trustworthy publish evaluate criteria generalization stereotype harassing deceiving flaming hate speech rework fair use public domain remix or mash-up parody</p>	<p>What is a digital footprint, and what does yours convey?</p> <p>When can you trust what you find on the internet?</p> <p>Does the way we think about digital drama have anything to do with gender?</p> <p>When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?</p> <p>What rights do you have as a creator?</p>	<p>Students will be able to...</p> <p>Learn that they have a digital footprint and that information from it can be searched, copied and passed on, and seen by a large, invisible audience, and that it can be persistent.</p> <p>Recognize that people's online information can be helpful or harmful to their reputation and image.</p> <p>Consider their own digital footprints and what they want those footprints to be like in the future.</p> <p>Understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites.</p> <p>Learn criteria that will help them evaluate websites.</p>
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<p>to transfer their knowledge to explore emerging technologies.</p>	<p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>				<p>Apply the criteria to a site to determine how trustworthy and useful it is.</p> <p>Reflect on their own impressions of digital drama.</p> <p>Compare underlying messages about drama on reality TV with “real world” digital drama among young teens.</p> <p>Think critically about the gender stereotypes associated with drama.</p> <p>Analyze online bullying behaviors that “cross the line”.</p> <p>Learn about the various ways that students can be cyberbullied, including flaming, deceiving and harassing.</p> <p>Adopt the point of view of teens who</p>
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						<p>have been cyberbullied, and offer solutions.</p> <p>Identify the key points required for a creative work to fall under fair use.</p> <p>Understand the value of fair use by applying it to a real-world situation.</p>
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Grade 9 - Topics Covered: Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

ISTE Standards

<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Innovative Designer</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u> <u>Essential Question</u>	<u>Objectives</u>
Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. Know and use a deliberate process for generating	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with	digital media simile digital citizenship consequence fair use commercial purposes copyright Creative Commons public domain image double standard target	Students will be able to... Learn basic statistics about the current digital landscape. Explore the role that media plays in their lives. Reflect on the positive and

<p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>offender bystander Upstander escalate de-escalate</p> <p>What is the place of digital media in our lives?</p> <p>What are the consequences of oversharing online?</p> <p>How can I make responsible choices when I use other people's creative work?</p> <p>Are girls and guys judged differently when they post photos online?</p> <p>Which factor intensify cyberbullying and online cruelty, and what can you do to lessen them?</p>	<p>negative impact digital media has on them and society.</p> <p>Identify some of the benefits of sharing information online.</p> <p>Reflect on the risks of sharing inappropriate information (oversharing) online.</p> <p>Think critically about what they choose to post and share about themselves online.</p> <p>Identify the legal and ethical considerations involved in using the creative work of others.</p> <p>Understand an individual's rights and responsibilities as a creator and consumer of content.</p> <p>Practice critical thinking and ethical decision</p>
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						<p>making about the use of creative works.</p> <p>Identify examples of teens evaluating one another's photo online.</p> <p>Compare and contrast attitudes toward boys and girls regarding editing, posting, and commenting on personal photos that are posted on social network sites.</p> <p>Analyze broader gender norms and media messages that may frame the way people use and interpret photos on social network sites.</p> <p>Reflect on the factors that intensify online cruelty and cyberbullying.</p> <p>Identify what targets and Upstanders can do when online cruelty occurs.</p>
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						Recognize their own role in escalating or de-escalating online cruelty.
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Grade 10 - Topics Covered: Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

ISTE Standards

<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Innovative Designer</u>	<u>Global Collaborator</u>	<u>Vocabulary</u> <u>Essential Question</u>	<u>Objectives</u>
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Build networks and customize their learning environments in ways that support the learning process.</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Curate information from digital resources using a</p>	<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p> <p>Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>Develop, test, and refine prototypes as part of a cyclical design</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute</p>	<p>ethics online ethics digital citizenship represent persona avatar anonymous inhibited foster social media self-disclosure reciprocate sexting online predator stereotype risky manipulate</p> <p>What does it mean to do the right thing online?</p> <p>How do you present yourself</p>	<p>Students will be able to...</p> <p>Understand the concept of online ethics as it applies to four key areas.</p> <p>Define digital citizenship and identify their online responsibilities.</p> <p>Explore online ethics by analyzing a real-world example.</p> <p>Reflect on the similarities and differences in how people present themselves online and offline.</p>

	<p>ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>process.</p>	<p>constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>to the world online and offline?</p> <p>How can websites foster community online?</p> <p>What are the risks and responsibilities when you share online in a relationship?</p> <p>How can you tell when an online relationship is risky?</p>	<p>Understand that they might choose to show different parts of themselves online, depending on context and audience.</p> <p>Consider the risks and benefits of assuming different personas online, and think critically about what it means to be genuine in an online context.</p> <p>Observe and analyze the factors that foster positive community, both offline and online.</p> <p>Identify characteristics of websites that excel at creating positive online community.</p> <p>Demonstrate their understanding of how to build positive community online.</p> <p>Explore the role of digital technologies in romantic relationships.</p>
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						<p>Analyze risky forms of self-disclosure and their possible consequences.</p> <p>Identify strategies to avoid sexting while enhancing positive relationships.</p> <p>Compare and contrast stereotypes and realities when it comes to Internet “stranger danger”.</p> <p>Learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances.</p> <p>Brainstorm ways to help teens avoid risky online behavior.</p>
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Grade 11 - Topics Covered: Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Information Literacy, Creative Credit & Copyright

<u>ISTE Standards</u>						
<u>Empowered Learner</u>	<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Global Collaborator</u>	<u>Vocabulary</u>	<u>Essential Questions</u>	<u>Objectives</u>

<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>	<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>	<p>inspiration appropriation copyright fair use sample remix perspective target offender bystander upstander anonymous cookies third party privacy options Internet meme viral gender roles digital footprint admission candidate</p>	<p>What should you consider when you use other people's creative work?</p> <p>How does online cruelty affect the people involved?</p> <p>How do websites collect your personal information, and what can you do about it?</p> <p>What does it mean to become an Internet celebrity?</p> <p>How can information you post on the Internet affect your future opportunities?</p>	<p>Students will be able to...</p> <p>Define the key concepts of inspiration, appropriation, copyright, and fair use and examine how they relate to creative work.</p> <p>Understand the legal and ethical debates that surround using other people's creative work.</p> <p>Consider the perspectives of the original creator, potential audiences, and the broader community when using others' material.</p> <p>Articulate why it's important to consider the perspectives of others in online (and offline) communities.</p> <p>Consider the motivations and feelings of all the parties in an</p>
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	<p>property.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>		<p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>			<p>example of a real-world incident of online cruelty.</p> <p>Draw conclusions about how they should respond when someone is the target of online cruelty</p> <p>Explore the concept of privacy in both a real-world setting and online.</p> <p>Understand how and why companies collect information about visitors to their websites.</p> <p>Learn and user online privacy terms.</p> <p>Learn that websites are required to post privacy policies.</p> <p>Evaluate the benefits and drawbacks of becoming an online celebrity, using case studies to frame and support their</p>
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						<p>arguments.</p> <p>Identify the different kinds of criticism that men and women receive as they gain public attention, and how this reflects broader gender roles.</p> <p>Discuss the impact of negative comments can have on both their targets and their viewers.</p> <p>Learn that they have a public presence online called a digital footprint.</p> <p>Recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission and employment.</p> <p>Consider how to present an authentic and</p>
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positive image of themselves online.

Grade 12 - Topics Covered: Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Information Literacy, Creative Credit & Copyright

ISTE Standards

<u>Digital Citizenship</u>	<u>Knowledge Constructor</u>	<u>Innovative Designer</u> <u>Computational Thinker</u>	<u>Creative Communicator</u>	<u>Global Collaborator</u>	<u>Vocabulary</u> <u>Essential Questions</u>	<u>Objectives</u>
<p>Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.</p> <p>Engage in positive, safe, legal, and ethical behavior</p>	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Evaluate the accuracy, perspective, credibility, and relevance of</p>	<p>Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p> <p>Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>Select and use digital tools to plan and manage a design process that considers design constraints and</p>	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Create original works or</p>	<p>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>	<p>reputation persist context tag track target demographic cookies hate speech stereotype derogatory mediation digital photo manipulation deceive retouching controversy context synergy collective intelligence wiki</p> <p>How can you</p>	<p>Students will be able to...</p> <p>Consider the possible benefits and risks of sharing information online.</p> <p>Recognize the importance of context in posting or viewing online images.</p> <p>Understand what choices they need to make to protect the privacy of others online.</p> <p>Recognize that companies collect several types of information about them when they go online.</p>

<p>when using technology, including social interactions online or when using networked devices.</p> <p>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p>information, media, data, or other resources.</p> <p>Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p>calculate risks.</p> <p>Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p>Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.</p> <p>Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>Break problems into component parts, extract key information, and develop descriptive models to</p>	<p>responsibly repurpose or remix digital resources into new creations.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>Publish or present content that customizes the message and medium for their intended audiences.</p>	<p>Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.</p> <p>Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>	<p>respect the privacy of others online?</p> <p>What are the upsides and downsides of companies collecting your data online?</p> <p>How can you create a community culture in which hate speech is unacceptable, both online and offline?</p> <p>What are the creative and ethical aspects of digital-photo manipulation?</p> <p>What are the benefits and drawbacks of people working together to create information online?</p>	<p>Think critically about the benefits and risks of online tracking and targeting, and of the content that is offered based on collected data.</p> <p>Learn strategies for managing what happens with their information online.</p> <p>Recognize hate speech and its impact on individuals, groups, and communities, both online and offline.</p> <p>Analyze situations to determine if they constitute hate speech.</p> <p>Consider both the creative benefits and ethical drawbacks of digital photo manipulation.</p> <p>Understand the importance of purpose and context in evaluating digitally edited images.</p> <p>Think critically about how the Internet allows users to both celebrate and</p>
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