Student Name:_____ Date:_____ Section #:_____

Unit 4 Performance Task 4: Your Data, Your Privacy Rubric and Checklist
PT4 Rubric and Checklist

Deliverables

1. The student completed all required sections of the Safe Online Talk activity	Yes	No
2. The student completed all required sections of the Does it Matter Who Has Your Data activity	Yes	No
3. The student completed all required sections of the Digital Bytes Online Tracking activity	Yes	No
4. The student completed all required sections of the EVERFI Tracking, Data, and Security activity	Yes	No

Relational Skills and Personal Attributes

1. The student demonstrates effective independent work habits		
• responsibility	Yes	No
• self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the following skills when completing the Common Sense Citizenship, Digital Bytes, and EVERFI activities: • critical thinking • creativity • ability to make sound decisions • ability to solve problems • ability to reason logically • ability to plan well • ability to organize ideas well	Student demonstrates some of the requisite skills when completing the Common Sense Citizenship, Digital Bytes, and EVERFI activities, but does not demonstrate the skills checked: ❑ critical thinking ❑ creativity ❑ ability to make sound decisions ❑ ability to solve problems ❑ ability to reason logically ❑ ability to plan well	Student does not provide enough evidence of the requisite skills to demonstrate applied knowledge when completing the Common Sense Citizenship, Digital Bytes, and EVERFI activities.	

		❑ ability to organize ideas well		
Applied Knowledge: Career Navigation Skills	Student demonstrates all of the following skills to display background knowledge and understanding of key concepts: • ability to safely communicate online and through social media • ability to evaluate use of online data and tracking • ability to evaluate online activity for both positive and negative consequences • ability to evaluate online scams, phishing, and other threats	Student demonstrates some of the requisite skills to display background knowledge and understanding of key concepts, but does not demonstrate the skills checked: ❑ ability to safely communicate online and through social media ❑ ability to evaluate use of online data and tracking ❑ ability to evaluate online activity for both positive and negative consequences ❑ ability to evaluate online scams, phishing, and other threats	Student does not demonstrate enough of the requisite skills to display background knowledge and understanding of key concepts.	
Executive Skills	Student demonstrates the following requisite skills: • ability to manage time effectively to complete all the required tasks on time • ability to manage other resources effectively to complete the required tasks on time • ability to communicate	Student demonstrates some of the requisite skills, but does not demonstrate the skills checked: ❑ ability to manage time effectively to complete all the required tasks on time ❑ ability to manage other resources effectively to complete the required tasks	Student does not demonstrate enough of the skills required to complete Common Sense Citizenship, Digital Bytes, and EVERFI activities.	

	effectively by participating in class discussions and social media posting • ability to apply information technology appropriately when posting to social media	on time ❑ ability to communicate effectively by participating in class discussions and social media posting ❑ ability to apply information technology appropriately when posting to social media		
Communication Skills	Student demonstrates all of the requisite communication skills by meeting the following indicators: • effectively communicates information verbally in the required activities • actively listens to responses from peers and incorporates the information into a social media activity • accurately conveys written information to complete the required activities	Student demonstrates some of the required requisite communication skills but does not demonstrate the skills checked: ❑ effectively communicates information verbally in the required activities ❑ actively listens to responses from peers and incorporated the information into a social media activity ❑ accurately conveys written information to complete the required activities	Student does not demonstrate enough of the requisite communication skills when completing the Common Sense Citizenship, Digital Bytes, and EVERFI activities.	
Executive and Communication Skills: Information Use	Student demonstrates all of the requisite information use skills by meeting the following indicators: • apply technology to solve open-ended problems and	Student does not demonstrates one of the requisite information use skills when necessary: ❑ apply technology to solve open-ended problems and	Student does not demonstrate enough of the requisite information use skills when completing the Common Sense Citizenship, Digital Bytes, and EVERFI	

	complete required activities • evaluate technology in groups to present information and educate others	complete required activities ❑ evaluate technology in groups to present information and educate others	activities.	
Civic Engagement Skills	Student demonstrates all of the requisite civic engagement skills by meeting the following indicators: • awareness of online and social media activity and both positive and negative consequences. • engagement in online and social media evaluation that helps to influence personal, peer, and civic activity	Student demonstrates some of the requisite civic engagement skills but does not demonstrate the following skill: ❑ awareness of online and social media activity and both positive and negative consequences. ❑ engagement in online and social media evaluation that helps to influence personal, peer, and civic activity	Student does not demonstrate enough of the requisite civic engagement skills when completing the Common Sense Citizenship, Digital Bytes, and EVERFI activities.	

NOTES:

AT FIRST, I WAS THINKING…

1. At first, I was thinking…

2. As I was reading, I was thinking…

3. In the end, we were thinking…

Name:	
Date:	
Class/Section:	

Performance Task Description:

You will use the provided resources to develop and practice safe internet searches, evaluate high-quality websites, apply copyright and citations, and develop an understanding of collective intelligence. You will work in teams to select and apply technology to solve a real-world problem by choosing from one of two activities: (a) working with a team to research a product and map its evolution, or (b) working with a team to develop a matching game or interactive presentation using technology. You will individually develop a reflection paragraph on how the ability to research and apply copyright will help you to complete academic and technical coursework.

Goals:

- Conduct online searches that are responsible, safe, and evaluate the use and/or truth of online content and information.
- Use technology to safely and effectively solve a problem and grow their digital citizenship.
- Understand and apply copyright of factual materials to develop authentic information and support a claim.
- Evaluate online information and determine if resources are reliable, useful, and truthful.
- Demonstrate an understanding of copyright and correctly cite materials and online content.

Essential Questions:

- How can I leverage technology safely and effectively to solve problems?
- How do I differentiate high-quality online resources from those of lesser quality?
- Based on a resources copyright, how do I know when I can and cannot use certain information?

Directions:

Step 1: Strategic Searching

- Complete the Strategic Searching activity

Step 2: Identifying High-Quality Sites

- Complete the Identifying High-Quality Sites activity

Step 3: Copyrights and Wrongs

- Complete the Copyrights and Wrongs activity

Step 4: Collective Intelligence

- Complete the Collective Intelligence activity

Step 5: Digital Bytes Copy & Paste Culture

- Visit the Digital Bytes website and work in groups to complete the Copy & Paste Culture activity
- Review the reflection video and respond to the mash-up prompt
- Select and watch a case study video and respond to the questions

Directions:

- Select one of the provided activities and develop a solution to the stated problem
- Share your teams ideas and your solution to the stated problem using appropriate technology
- Develop an individual reflection paragraph (3 to 4 sentences) on how the ability to research and apply copyright will help you to complete academic and technical coursework

Step 6: Rights & Literacy

- Complete the EVERFI Ignition Lesson 5: Creating Multimedia Products

Step 7: Source Materials, Content, & Perspective

- Complete the EVERFI Ignition Lesson 4: Internet Resources and Credibility

Resources:

- Common Sense student activity sheet for Strategic Searching, Identifying High-Quality Sites, Copyrights and Wrongs, and Collective Intelligence
- Common Sense family tip sheet for Strategic Searching, Identifying High-Quality Sites, Copyrights and Wrongs, and Collective Intelligence
- Digital Bytes
- EVERFI
- Rubric

Name:	
Date:	
Class/Section:	

Performance Task Description:

You will use the provided resources to evaluate the role of social media in your life, determine ethical and unethical online behavior, assess the similarities and differences between your in-person and online personalities, and evaluate the positive and negative consequences of online behavior. You will work in teams to select and apply technology to solve a real-world problem by choosing from one of two activities including: activity A which asks student teams to create a song or rewrite lyrics to a favorite song mentioning vocabulary from unit or activity B which asks student teams to develop an impression video that is based on their use or their friends' use of their cell phone using the Moment app. You will individually develop a reflection paragraph on how the development of both your in-person and online personalities will help you to achieve your personal and career goals.

Goals:

- You will evaluate online behavior and determine characteristics of good digital citizens.
- You will evaluate how online behavior can help or harm transitions into postsecondary education and employment.
- You will apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships.

Essential Questions:

- How can I leverage technology safely and effectively to solve problems?
- How should I represent myself online?
- What implications does my online identity have in helping to transition into postsecondary education and a career?
- How can I use virtual environments to tackle issues like privacy, security, cyberbullying, digital relationships, and the viral nature of the web?
- How can I apply characteristics of an ethical digital citizen?

Directions:

Step 1: Digital Life 102

- Complete the Digital Life 102 activity

Step 2: My Online Code

- Complete the My Online Code activity

Step 3: Who Are You Online?

- Complete the Who Are You Online? activity

Step 4: Oops! I Broadcast It On The Internet

- Complete the Oops! I Broadcast It On The Internet activity

Directions:

Step 5: Digital Bytes Disconnected

- Visit the Digital Bytes website and work in groups to complete the Disconnected activity
- Review the reflection video and respond to the mash-up prompt
- Select and watch a case study video and respond to the questions
- Select one of the provided activities and develop a solution to the stated problem
- Share your teams ideas and your solution to the stated problem using appropriate technology
- Develop an individual reflection paragraph (3 to 4 sentences) on how the development of both your in-person and online personalities will help you to achieve your personal and career goals

Step 6: Image & Identity

- Complete the EverFi Ignition Lesson 1: Choosing a Computer

Step 7: Digital Connections

- Complete the EverFi Ignition Lesson 2: Wireless Communication

Step 8: Digital Use

- Complete the EverFi Ignition Lesson 7: The Future of Technology

Resources:

- Common Sense student activity sheet for Digital Life 102, My Online Code, Who Are You Online?, and Oops! I Broadcast It On The Internet
- Common Sense family tip sheet for Digital Life 102, My Online Code, Who Are You Online?, and Oops! I Broadcast It On The Internet
- Digital Bytes
- EVERFI
- Rubric

Student Name:_____ Date:_____ Section #:_____

Unit 4 Performance Task 2: PT2 Rubric and Checklist		
Deliverables:		
1. The student completed all required sections of the Digital Life 102 activity.	Yes	No
2. The student completed all required sections of the My Online Code activity.	Yes	No
3. The student completed all required sections of the Who Are You Online? activity.	Yes	No
4. The student completed all required sections of the Oops! I Broadcast It On The Internet activity	Yes	No
5. The student completed all required sections of the Digital Bytes Disconnected activity	Yes	No
6. The student completed all required sections of the EverFi Image and Identity activity.	Yes	No
7. The student completed all required sections of the EverFi Digital Connections activity.	Yes	No
8. The student completed all required sections of the EverFi Digital Use activity.	Yes	No
Relational skills and Personal Attributes:		
1. The student demonstrates effective independent work habits		
• responsibility	Yes	No
• self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the following skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities: • critical thinking • creativity • ability to make sound decisions • ability to solve problems	Student demonstrates some of the requisite skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities, but does not demonstrate the skills checked: ❑ critical thinking ❑ creativity ❑ ability to make sound	Student does not provide enough evidence of the requisite skills to demonstrate applied knowledge when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	

	• ability to reason logically • ability to plan well • ability to organize ideas well	decisions ❑ ability to solve problems ❑ ability to reason logically ❑ ability to plan well ❑ ability to organize ideas well		
Applied Knowledge: Career Navigation Skills	Student demonstrates all of the following skills to display background knowledge and understanding of key concepts: • ability to evaluate digital content and ethics • ability to identify ethical online behavior • ability to evaluate online and individual personalities • ability to understand both positive and negative consequences of social media and other online activity	Student demonstrates some of the requisite skills to display background knowledge and understanding of key concepts, but does not demonstrate the skills checked ❑ ability to evaluate digital content and ethics ❑ ability to identify ethical online behavior ❑ ability to evaluate online and individual personalities ❑ ability to understand both positive and negative consequences of social media and other online	Student does not demonstrate enough of the requisite skills to display background knowledge and understanding of key concepts.	
Executive Skills	Student demonstrates the following requisite skills • ability to manage time effectively to complete all the required tasks on time • ability to manage other resources effectively to	Student demonstrates some of the requisite skills, but does not demonstrate the skills checked ❑ ability to manage time effectively to complete all the required tasks on time	Student does not demonstrate enough of the skills required to complete Common Sense Citizenship, Digital Bytes, and EverFi activities.	

	complete the required tasks on time • ability to communicate effectively by participating in class discussions and social media posting • ability to apply information technology appropriately when posting to social media	❑ ability to manage other resources effectively to complete the required tasks on time ❑ ability to communicate effectively by participating in class discussions and social media posting ❑ ability to apply information technology appropriately when posting to social media		
Communication Skills	Student demonstrates all of the requisite communication skills by meeting the following indicators: • effectively communicates information verbally in the required activities • actively listens to responses from peers and incorporated the information into a social media activity • accurately conveys written information to complete the required activities	Student demonstrates some of the required requisite communication skills but does not demonstrate the skills checked: ❑ effectively communicates information verbally in the required activities ❑ actively listens to responses from peers and incorporated the information into a social media activity ❑ accurately conveys written information to complete the required activities	Student does not demonstrate enough of the requisite communication skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	
Executive and Communication Skills: Information Use	Student demonstrates all of the requisite information use skills by meeting the following indicators: • apply technology to solve	Student does not demonstrates one of the requisite information use skills when necessary: ❑ apply technology to solve open-ended problems and complete required activities	Student does not demonstrate enough of the requisite information use skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	

	open-ended problems and complete required activities • evaluate technology in groups to present information and educate others	❑ evaluate technology in groups to present information and educate others		
Civic Engagement Skills	Student demonstrates all of the requisite civic engagement skills by meeting the following indicators: • awareness of online and social media activity and both positive and negative consequences. • engagement in online and social media evaluation that helps to influence personal, peer, and civic activity	Student demonstrates some of the requisite civic engagement skills but does not demonstrate the following skill: ❑ awareness of online and social media activity and both positive and negative consequences. ❑ engagement in online and social media evaluation that helps to influence personal, peer, and civic activity	Student does not demonstrate enough of the requisite civic engagement skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	

NOTES:

Name:	
Date:	
Class/Section:	

Performance Task Description:

You will use the provided resources to identify and address cyberbullying, identify and prevent hate speech, and develop logic models to help inform your social media activity. You will work in teams to select and apply technology to solve a real-world problem by choosing from one of two activities: (a) work with a team to create a song or rewrite lyrics to a favorite song mentioning vocabulary from the unit, or (b) work with a team to develop an impression video that is based on your use and/or your friends' use of their cell phone using the Moment app. You will individually develop a reflection paragraph on how your online activity and behavior will help or hurt you as you apply to postsecondary education and pursue competitive employment.

Goals:

- You will evaluate online behavior and determine the characteristics of good digital citizens.
- You will evaluate how online behavior can help or harm transitions into postsecondary education and employment.
- You will apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships.
- You will take active steps to safeguard personal online information and data.
- You will take active steps to create a positive digital footprint and understand the negative consequences of risky online behavior.

Essential Questions:

- How can I leverage technology safely and effectively to solve problems?
- How should I represent myself online?
- What implications does my online identity have in helping to transition into postsecondary education and a career?
- How can I use virtual environments to tackle issues like privacy, security, cyberbullying, digital relationships, and the viral nature of the web?
- How can I apply characteristics of an ethical digital citizen?

Directions:

Step 1: Turn Down the Dial on Cyberbullying

- Complete the Turn Down the Dial on Cyberbullying activity

Step 2: Breaking Down Hate Speech

- Complete the Breaking Down Hate Speech activity

Step 3: Private Today, Public Tomorrow

- Complete the Private Today, Public Tomorrow activity

Step 4: Digital Bytes Haters and Trolls

Directions:
• Visit the Digital Bytes website and work in groups to complete the Haters and Trolls activity • Review the reflection video and respond to the mash-up prompt • Select and watch a case study video and respond to the questions • Select one of the provided activities and develop a solution to the stated problem • Share your team's ideas and your solution to the stated problem using appropriate technology • Develop an individual reflection paragraph (3 to 4 sentences) on how your online activity and behavior will help or hurt you as you apply to postsecondary education and pursue competitive employment **Step 5: Safety & Security** • Complete the EVERFI Ignition Lesson 6: Digital Relationships and Respect
Resources:
• Common Sense student activity sheet for Turn Down the Dial on Cyberbullying, Breaking Down Hate Speech, and Private Today, Public Tomorrow • Common Sense family tip sheet for Turn Down the Dial on Cyberbullying, Breaking Down Hate Speech, and Private Today, Public Tomorrow • Digital Bytes • EVERFI • Rubric

Student Success Plan Template

Personal Goal Statement #1:			
Action Step #1:			
Action Step #2:			
Action Step #3:			
Action Step #	**Potential Obstacle**	**Potential Support(s)**	**Potential Solution**
1.			
2.			
3.			

Career Goal Statement #2:			
Action Step #1:			
Action Step #2:			
Action Step #3:			
Action Step #	**Potential Obstacle**	**Potential Support(s)**	**Potential Solution**
1.			
2.			
3.			

Course Goal Statement #3:			
Action Step #1:			
Action Step #2:			
Action Step #3:			
Action Step #	**Potential Obstacle**	**Potential Support(s)**	**Potential Solution**
1.			
2.			
3.			

What skills do I have that will help me accomplish my goals (strengths, values, leadership):

What activities/courses can I complete in-school to help me accomplish my goals:

What activities/programs can I join outside of school to help me accomplish my goals:

What supports do I have access to that will help me accomplish my goals (family, peers, community):

Student Name:_____ Date:_____ Section #:_____

Unit 4 Performance Task 3: The Price of Cyberbullying
PT3 Rubric and Checklist

Deliverables:

1. The student completed all required sections of the Turn down the Dial on Cyberbullying activity.	Yes	No
2. The student completed all required sections of the Breaking down Hate Speech activity.	Yes	No
3. The student completed all required sections of the Private Today Public Tomorrow activity.	Yes	No
4. The student completed all required sections of the Digital Bytes Haters and Trolls activity	Yes	No
5. The student completed all required sections of the EverFi Safety and Security activity	Yes	No

Relational Skills and Personal Attributes:

1. The student demonstrates effective independent work habits		
• responsibility	Yes	No
• self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the following skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities: • critical thinking • creativity • ability to make sound decisions • ability to solve problems • ability to reason logically • ability to plan well	Student demonstrates some of the requisite skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities, but does not demonstrate the skills checked: ❑ critical thinking ❑ creativity ❑ ability to make sound decisions ❑ ability to solve problems	Student does not provide enough evidence of the requisite skills to demonstrate applied knowledge when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	

	• ability to organize ideas well	❑ ability to reason logically ❑ ability to plan well ❑ ability to organize ideas well		
Applied Knowledge: Career Navigation Skills	Student demonstrates all of the following skills to display background knowledge and understanding of key concepts: • ability to identify and address cyberbullying • ability to identify and address hate speech • ability to evaluate online activity and the viral nature of the internet • ability to protect their online personality and appropriately deal with conflict	Student demonstrates some of the requisite skills to display background knowledge and understanding of key concepts, but does not demonstrate the skills checked: ❑ ability to identify and address cyberbullying ❑ ability to identify and address hate speech ❑ ability to evaluate online activity and the viral nature of the internet ❑ ability to protect their online personality and appropriately deal with conflict	Student does not demonstrate enough of the requisite skills to display background knowledge and understanding of key concepts.	
Executive Skills	Student demonstrates the following requisite skills • ability to manage time effectively to complete all the required tasks on time • ability to manage other resources effectively to complete the required tasks	Student demonstrates some of the requisite skills, but does not demonstrate the skills checked ❑ ability to manage time effectively to complete all the required tasks on time ❑ ability to manage other	Student does not demonstrate enough of the skills required to complete Common Sense Citizenship, Digital Bytes, and EverFi activities.	

	on time • ability to communicate effectively by participating in class discussions and social media posting • ability to apply information technology appropriately when posting to social media	resources effectively to complete the required tasks on time ❑ ability to communicate effectively by participating in class discussions and social media posting ❑ ability to apply information technology appropriately when posting to social media		
Communication Skills	Student demonstrates all of the requisite communication skills by meeting the following indicators: • effectively communicates information verbally in the required activities • actively listens to responses from peers and incorporated the information into a social media activity • accurately conveys written information to complete the required activities	Student demonstrates some of the required requisite communication skills but does not demonstrate the skills checked: ❑ effectively communicates information verbally in the required activities ❑ actively listens to responses from peers and incorporated the information into a social media activity ❑ accurately conveys written information to complete the required activities	Student does not demonstrate enough of the requisite communication skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	
Executive and Communication Skills: Information Use	Student demonstrates all of the requisite information use skills by meeting the following indicators:	Student does not demonstrates one of the requisite information use skills when necessary:	Student does not demonstrate enough of the requisite information use skills when completing the	

	• apply technology to solve open-ended problems and complete required activities • evaluate technology in groups to present information and educate others	❑ apply technology to solve open-ended problems and complete required activities ❑ evaluate technology in groups to present information and educate others	Common Sense Citizenship, Digital Bytes, and EverFi activities.	
Civic Engagement Skills	Student demonstrates all of the requisite civic engagement skills by meeting the following indicators: • awareness of online and social media activity and both positive and negative consequences. • engagement in online and social media evaluation that helps to influence personal, peer, and civic activity	Student demonstrates some of the requisite civic engagement skills but does not demonstrate the following skill: ❑ awareness of online and social media activity and both positive and negative consequences. ❑ engagement in online and social media evaluation that helps to influence personal, peer, and civic activity	Student does not demonstrate enough of the requisite civic engagement skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	

NOTES:

Name:	
Date:	
Class/Section:	

Performance Task Description:

You will use the provided resources to evaluate online communication and social media activity and safeguard against identity theft and online scams. You will work in teams to select and apply technology to solve a real-world problem by choosing from two activities: (a) work with a team to download the Firefox-Lightbeam add-on to track your internet activity and watch in real time how your information is shared, or (b) work with a team to create a two- to three- minute news report that educates the public about online tracking and targeting. You will individually develop a reflection paragraph on how social media and internet safety can help to protect your identify and prevent financial scams.

Goals:

- You will evaluate online behavior and determine the characteristics of good digital citizens.
- You will evaluate how online behavior can help or harm transitions into postsecondary education and employment.
- You will apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships.
- You will take active steps to safeguard personal online information and data.
- You will take active steps to create a positive digital footprint and understand the negative consequences of risky online behavior.

Essential Questions:

- How can I leverage technology safely and effectively to solve problems?
- How should I represent myself online?
- What implications does my online identity have in helping to transition into postsecondary education and a career?
- How can I use virtual environments to tackle issues like privacy, security, cyberbullying, digital relationships, and the viral nature of the web?
- How can I apply characteristics of an ethical digital citizen?
- What steps can I take to protect my personal information and prevent fraud?

Directions:

Step 1: Safe Online Talk

- Complete the Safe Online Talk activity

Step 2: Does It Matter Who Has Your Data

- Complete the Does It Matter Who Has Your Data? activity

Step 3: Digital Bytes Online Tracking

- Visit the Digital Bytes website and work in groups to complete the Online Tracking activity
- Review the reflection video and respond to the mash-up prompt
- Select and watch a case study video and respond to the questions

Directions:
• Select one of the provided activities and develop a solution to the stated problem • Share your team's ideas and your solution to the stated problem using appropriate technology • Develop an individual reflection paragraph (3 to 4 sentences) on how social media and internet safety can help to protect your identify and prevent financial scams **Step 4: Tracking, Data, and Security** • Complete the EVERFI Ignition Lesson 3: The Viral World
Resources:
• Common Sense student activity sheet for Strategic Searching, Identifying High-Quality Sites, Copyrights and Wrongs, and Collective Intelligence • Common Sense family tip sheet for Strategic Searching, Identifying High-Quality • Sites, Copyrights and Wrongs, and Collective Intelligence • Digital Bytes • EVERFI • Rubric

Student Name:_____ Date:_____ Section #:_____

Unit 4 Performance Task 1: PT1 Rubric and Checklist		
Deliverables:		
1. The student completed all required sections of the Strategic Searching activity.	Yes	No
2. The student completed all required sections of the Identifying High-Quality Sites activity.	Yes	No
3. The student completed all required sections of the Collective Intelligence activity.	Yes	No
4. The student completed all required sections of the Copyrights and Wrongs activity	Yes	No
5. The student completed all required sections of the Digital Bytes Copy and Paste Culture activity	Yes	No
6. The student completed all required sections of the EverFi Rights and Literacy activity.	Yes	No
7. The student completed all required sections of the EverFi Source Materials, Content, and Perspective activity.	Yes	No
Relational skills and Personal Attributes:		
1. The student demonstrates effective teamwork habits		
• works well with others	Yes	No
2. The student demonstrates effective independent work habits		
• responsibility	Yes	No
• self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the following skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities: • critical thinking • creativity • ability to make sound	Student demonstrates some of the requisite skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities, but does not demonstrate the skills checked: ❑ critical thinking	Student does not provide enough evidence of the requisite skills to demonstrate applied knowledge when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	

	decisions • ability to solve problems • ability to reason logically • ability to plan well • ability to organize ideas well	❑ creativity ❑ ability to make sound decisions ❑ ability to solve problems ❑ ability to reason logically ❑ ability to plan well ❑ ability to organize ideas well		
Executive Skills	Student demonstrates the requisite skills to • manage time effectively to complete all the required tasks on time • manage other resources effectively to complete the required tasks on time • communicate effectively by participating in class discussions and posting through social media • apply information technology appropriately when posting to social media • apply information technology effectively when posting to social media	Student demonstrates some of the requisite skills required to complete required tasks on time, but does not demonstrate the skills checked ❑ manage time effectively to complete all the required tasks on time ❑ manage other resources effectively to complete the required tasks on time ❑ communicate effectively by participating in class discussions and posting through social media ❑ apply information technology appropriately when posting to social media ❑ apply information technology effectively when posting to social media	Student does not demonstrate enough of the requisite skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	
Communication Skills	Student demonstrates all of the requisite communication	Student demonstrates some of the required requisite	Student does not demonstrate enough of the	

	skills by meeting the following indicators: • effectively communicates information verbally • actively listens to responses from peers and incorporates feedback into the social media activity • accurately conveys written information to complete the required activities	communication skills but does not demonstrate the skills checked: ❑ effectively communicates information verbally ❑ actively listens to responses from peers and incorporates feedback into the social media activity ❑ accurately conveys written information to complete the required activities	requisite skills to demonstrate effectively communicating verbally, actively listening to responses, or conveying written information.	
Executive and Communication Skills: Information Use	Student demonstrates all of the requisite information use skills by meeting the following indicators: • apply technology to solve open-ended problems and required activities • evaluate technology in groups to present information and educate	Student demonstrates some of the requisite information use skills to respond to the RFP, but does not demonstrate the skills checked: ❑ apply technology to solve open-ended problems and required activities ❑ evaluate technology in groups to present information and educate	Student does not demonstrate enough to the requisite skills to demonstrate information use skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi activities.	
Civic Engagement Skills	Student demonstrates all of the requisite civic engagement skills by meeting all of the following indicators: • Develop an awareness of both positive and negative	Student demonstrates some of the requisite civic engagement skills by developing an awareness of local issues and creating a solution to the problem by creating a design and build	Student does not demonstrate enough of the requisite skills, to demonstrate communication skills when completing the Common Sense Citizenship, Digital Bytes, and EverFi	

	consequences of online and social media activity. • Engage in online and social media evaluation that helps to influence personal, peer, and civic activity.	project. ❑ Develop an awareness of both positive and negative consequences of online and social media activity. ❑ Engage in online and social media evaluation that helps to influence personal, peer, and civic activity.	activities.	

NOTES:

Unit 4: Digital Citizenship
Teacher Resource Guide

Unit Overview

Introduction to the unit:

Unit 4 helps students understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks encourage students to develop authentic responses to scenarios that involve adhering to copyright laws, creating a positive digital identity, addressing cyberbullying, and managing data privacy.

Students Will Know and Be Able To:

- conduct online searches that are responsible, safe, and evaluate the use and/or truth of online content and information;
- use technology to safely and effectively solve a problem and grow their digital citizenship;
- understand and apply copyright of factual materials to develop authentic information and support a claim;
- evaluate online information and determine if resources are reliable, useful, and truthful;
- demonstrate an understanding of copyright and correctly cite materials and online content;
- evaluate online behavior and determine characteristics of good digital citizens;
- evaluate how online behavior can help or harm transitions into postsecondary education and employment;
- apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships;
- take active steps to safeguard personal online information and data;
- take active steps to create a positive digital footprint and understand the negative consequences of risky online behavior.

The following vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as vocabulary list, but so that teachers understand the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are adapted from Common Sense Education.

- **anonymous:** unknown authorship or origin (*unit plan- lesson 2*)
- **bystander:** one who is present but not taking part in a situation or event (*unit plan- lesson 3*)
- **commercial purposes:** to use in connection with a business, usually for profit (created definition) (*unit plan- lesson 1*)
- **consequence:** something produced by a cause or necessarily following from a set of conditions (*unit plan- lesson 1*)
- **copyright:** the exclusive legal right to reproduce, publish, sell, or distribute something such as written, musical, or artistic work (*unit plan- lesson 1*)
- **creative commons:** a kind of copyright that makes it easy for people to copy, share, and build on someone's creative work – as long as they give the creator credit for it (created definition) (*unit plan- lesson 1)*
- **criteria:** standards on which a judgment or decision may be based (*unit plan- lesson 1)*
- **cyberbullying:** the electronic posting of mean-spirited messages about a person often done anonymously (*unit plan- lesson 3, PT.3)*
- **de-escalate:** to decrease in extent, volume, or scope (*unit plan- lesson 3)*
- **derogatory:** expressive of a low opinion, detracting from the character or standing of something (*unit plan- lesson 3)*
- **digital citizenship:** navigating the digital world safely, responsibly, and ethically (created definition) (*unit plan- lesson 2)*
- **digital media:** electronic or media platforms that allows users to create, communicate, and interact with one another via device or application (created definition) (*unit plan- lesson 2)*
- **escalate:** to increase in extent, volume, number, amount, intensity, or scope (*unit plan- lesson 3)*
- **ethics:** principles and morals that guide people's behavior, including honesty and respect toward others (created definition) (*unit plan- lesson 2)*
- **fair use:** the ability to use a small amount of someone's copyrighted materials without permission, as long as it does not negatively impact the value or potential profits by the owner (created definition) (*unit plan- lesson 1)*
- **harass:** to annoy persistently; to create an unpleasant or hostile situation (*unit plan- lesson 4)*
- **hate speech: speech or writing that makes negative attacks on a person or group of people** because of their race, religion, nationality, ability, age, gender, sexual orientation, or gender identity (created definition) (*unit plan- lesson 3)*

- **identity theft:** the illegal use of someone else's personal information especially in order to obtain money or credit (*unit plan- lesson 4, PT 2)*
- **online ethics:** principles and morals that guide people's behavior on the Internet or digital devices (created definition) (*unit plan- lesson 2)*
- **persona:** an image and personality that you show to others (created definition) (*unit plan- lesson 2)*
- **phishing:** a scam by which an Internet user is duped (as a deceptive e-mail message) into revealing personal or confidential information which the scammer can use illicitly (*unit plan- lesson 4)*
- **privacy:** the quality or state of being apart from company or observation; freedom from unauthorized intrusion (*unit plan- lesson 4, PT 4)*
- **public domain:** creative work that is not protected by copyright and is free for anyone to use (created definition) (*unit plan- lesson 1)*
- **publish:** to disseminate to the public; to produce or release for distribution; to issue the work of (an author) (*unit plan- lesson 1)*
- **scam:** a fraudulent or deceptive act or operation (*unit plan- lesson 4)*
- **stereotype:** an oversimplified idea about a particular group of people that is prejudice or judgmental (*unit plan- lesson 3)*
- **trustworthy:** worthy of confidence**;** dependable (*unit plan- lesson 1)*
- **upstander:** a person who stands up for someone who is being mistreated (created definition) (*unit plan- lesson 3)*
- **vulnerable:** capable of being physically or emotionally wounded; open to attack or damage (*unit plan- lesson 4)*
- **wiki:** a website that allows visitors to make changes, contributions, or corrections (*unit plan- lesson 1)*

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student's comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a word-wall to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card "drills," and complete work sheets or quizzes generally "teach" vocabulary in isolation and show little positive, lasting effect on student learning.)

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- Internalization of Vocabulary Through the Use of a Word Map
- Grades 3-8 EngageNY ELA Appendix
- 15 Vocabulary Strategies in 15 Minutes
- 12 Vocabulary Activities and Mini-Lessons for High School Students
- 5 Brain-Based Vocabulary Activities for the Secondary Classroom

To be completed prior to the lesson

The Digital Citizenship Unit uses instructional materials and resources from the following sources:

- Common Sense Education – all instructional materials including Digital Bytes, Common Sense, Common Sense Media, Common Sense Education, and Common Sense Kids Action, associated names, associated trademarks, and logos are trademarks of Common Sense Media, a 501(c)(3) nonprofit organization © 2018.
- EVERFI – all instructional materials including EVERFI Financial Education, Conduct & Culture, Health & Wellness, Social & Emotional Learning, STEM & Career Readiness, associated names, associated trademarks, and logos are trademarks of EVERFI, Inc. © 2018.

One week prior to the start of the unit, the teacher must log into *Common Sense Education* and create usernames for students in *EVERFI* in order for students to complete assignments.

How to create account in Common Sense:

- Go to https://www.commonsense.org/education/user/register.
    1. Enter your email address and create a password.
    2. Complete your personal and school profile by following the prompts.
    3. Click "Continue to site."

How to create account and set up classes in EVERFI

- Go to https://platform.everfi.net/new_registration. (Access can take up to a week.)
    1. Select "K12 Teacher" and follow the prompts.
    2. Choose "Ignition: Digital Citizenship & Responsibility."
    3. Once you receive the email that your access has been granted, login and locate "Ignition" on your dashboard.
    4. Click "Create Class" under the Ignition course.
    5. Complete by following prompts.
        - *What do you want to call this class?* (Suggestions)
            - Create one section per class period
            - Name the class using course title and class period, ex: *Career Readiness Fourth Hour*
            - Repeat the process until you have created a class in EVERFI for every section you teach.

- Class codes are saved under the "Classes and Codes" tab located along the top of the screen under the EVERFI button. (Class codes are needed in order for students to begin Unit 1. Students will need these class codes in order to create their own username and begin the Ignition curriculum.)
- Access the Ignition one-pager for more information on EVERFI Ignition: https://everfi.com/k-12/ignition/ .

TIP: If pacing is a problem during the unit or over the course of the year, teachers are advised to skip the EVERFI lessons in this unit.

Lesson 1: Navigating the Net

Day 1: The teacher will visit Common Sense: Strategic Searching and lead an introductory activity with the class using a KWL chart to capture past and prior knowledge of effective Internet searches. Students will work in groups to plan and perform an effective search, making recommendations to the class.

The teacher will introduce the Common Sense: KWL activity.

Activity: KWL Chart

Time Frame: 10 minutes
Class Configuration: Individual, pairs
Materials: Paper, pencil, board
Description: Students will identify what they know and want to learn about Internet searching.

1. Prompt a warm-up discussion by asking, "How do you find something online?"

2. Write on the board, *KNOW, WANT*, and *LEARN* and introduce the idea of a KWL chart.

3. Have students copy the chart from the board or hand out the K-W-L chart sample.

4. Have students complete the KWL with the following prompts:
   - What search strategies do **I know**?
   - What do **I want to know** about strategic searching?
   - What did **I learn** about strategic searching?

5. Let students briefly share their KWL chart with a peer and identify similarities and differences in how they approach Internet searches.

6. Ask students to share their responses with the class and record best practices on the board.

7. Introduce the Plan and Perform a Search activity.

Activity: Plan and Perform a Search

Time Frame: 40 minutes
Class Configuration: individual, small group
Materials: Computers, Internet access
Description: Students will conduct an Internet search to select a site for an employee appreciation gathering.

1. The teacher will write the mnemonic term "S-E-A-R-CH" on the board and explain what each letter/letter combination represents. Students will discuss the mnemonic term.

2. Explain to students that they should (**S**elect) one or more questions about what they want to find in their search. They should also choose search engines and tools that are most relevant to the topic and type of information they are seeking.

3. Students will understand that they can search more effectively if they (**E**xtract) keywords or areas to highlight from their research questions.

4. Students will (**A**pply) some of the search strategies they discussed in the KWL.– You will want review: adding quotation marks, a minus sign, or specifying what type of information they need.

5. Students will (**R**un) a search on the terms they have chosen and review the results. Remind students that they should check multiple sources.

6. Students will (**Ch**art) their search to avoid repeating work they have already done by jotting down what they have searched for and what resources they have used to perform their search.

7. Students will divide into groups of three or four and imagine the following scenario found in the Common Sense lesson plan[1]:

   - Choose a large city in another state. Imagine that you work at a company located in that city. Each year, your

[1] https://www.commonsense.org/education/lesson/strategic-searching-6-8

company has an "employee appreciation" gathering. You are part of a group that is planning the event, and your boss asked you to find a park in the local area where you can have a picnic. The company has 50 employees. Money is tight, so you have to find a free or inexpensive location. Here is what you know you need:

- public park (not private)
- area to play games and do team-building activities
- covered area in case it rains
- restrooms

Your boss needs a recommendation in 25 minutes. Take 10 minutes to plan your search, using the strategies you have already learned, and 15 minutes to come up with a suggestion.

8. Students will use the mnemonic term "S-E-A-R-CH" to plan their search:
   - **Select** research questions.
     What question(s) do you have? Write the question(s) below.
   - **Extract** keywords and terms.
     Be broad or specific, depending on your goals. Write your keywords below.
   - **Apply** search strategies.
     What strategies can you use to help you find the information you need? Write down what search strategies you have applied.
   - **Run** your search.
     Search using the terms that you chose and document the results. Remember to review several resources.
   - **Chart** your search.
     Keep track of what you searched for and how the search was conducted, so that you don't repeat work. Record this information to save future time and effort.

9. Students will make a recommendation and share that information with the class. Recommendations should include: the city where the gathering will take place, the name of the park, and the URL for the park.

Tip: *Make sure the scenario, questions, and mnemonic are available to students during the task.*

Formative assessment will be captured through teacher observation of search plans and information shared with the class.

Day 2: The teacher will visit Common Sense: Identifying High-Quality Sites and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. Online videos are also available to support the lesson. The teacher will lead an introductory activity with the class using an article about Hurricane Sandy to capture past knowledge of Internet communication. Students will work in groups to evaluate information online and make recommendations to the class.

Activity: Hurricane Sandy Photos

Time Frame: 25 minutes
Class Configuration: Pairs
Materials: Huffington Post: Fake Hurricane Sandy Photos Spread on Internet...
Description: Students will identify credible Internet sources and evaluate online information.

1. The teacher will handout a document titled "At first I was thinking…". This document has three questions that students will need to answer.
   - At first, I was thinking…
   - As I was reading, I was thinking…
   - In the end, we were thinking…

2. The teacher will show students slides of fake photos in the article and real photos of Hurricane Sandy that are found at

the bottom of the article (in the slideshow). Have students spend a few minutes writing down a response to the first statement after looking at the pictures.

3. Students will read the Huffington Post article in pairs. When students have completed the article, students will independently write down a few sentences in response to the second statement. Students will share their written responses with each other.

4. Together, pairs will then discuss the article and together write two or three sentences that address the third statement.

5. The teacher will then lead a whole group discussion on the article. Center the discussion on these two questions:
   - How did the Internet help people stay informed about Hurricane Sandy?
   - How did the Internet misinform people about Hurricane Sandy?

6. The teacher will facilitate a brief class discussion based on student responses. The teacher should ensure students discuss how easy it is to publish information on the Internet. The teacher should ask: "Were the people's perceived "facts" about a situation always true?" The teacher should relate this information to the day 1 activity, the appropriateness of Internet searches, and using reliable sources.

Activity: Identifying High-Quality Sites

Time Frame: 40 minutes
Class Configuration: Pairs
Materials: Common Sense: Test Before You Trust in Identifying High-Quality Sites Lesson Plan
Description: Students will review identified websites and score their usefulness. Students will compare scores and discuss the reasons for their score with a partner.

Tip: *Before the activity the teacher should identify four or five (research) websites that students will typically visit to conduct research (will vary by grade/class).*

1. The teacher will provide students with a relevant topic to research using these identified websites (examples may also vary by grade/class)
   - Example:
     - Topic: Year-round School
     - Website: Wikipedia Year-long school in the United States
     - Website: PBS NewsHour PBS Hour Year Round School

2. Students will divide into pairs and the teacher will give each group the name of a website and the URL. The teacher will explain that they will be evaluating websites to see if they are trustworthy sources of information.

3. Students will complete the "Common Sense: Test Before You Trust" check sheet for the URL. Students will be encouraged to write their observations in the "Add details to explain" column.

4. When complete, students with the same website will be grouped together to compare scores. Student teams will discuss any differences in scoring and their rationale.

Formative assessment will be gathered through a teacher-led review of search strategies for identifying high-quality sites.

Day 3: The teacher will visit Common Sense: Copyrights and Wrongs and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support

the lesson. The teacher will lead an introductory activity with the class about copyright. Students will work in groups to complete the Common Sense: Mad Men activity and share their results with the class.

Students will watch the Commonsense video Copyright and Fair Use Animation. Students will discuss ways they can be respectful of people's creative work.

The teacher will discuss common tips, including:

- Check who owns it
- Get permission to use it
- Give credit to the creator
- Buy it (if necessary)
- Use it responsibly

The teacher will facilitate a class discussion on the difference between fair use and commercial purpose. The teacher should remind students when using someone's creative work in a way that isn't covered by fair use, they are required to investigate the material/information's copyright status and work accordingly.

Activity: Mad Men

Time Frame: 30 minutes
Class Configuration: small groups
Materials: Common Sense: Mad Men in Copyrights and Wrongs Lesson Plan
Description*:* Students will review copyright and fair use policy by completing an activity using an ad campaign.

1. Students will work in groups of three or four to complete the Common Sense: Mad Men activity. Students will weigh the following factors when choosing their photos:
    - the rules of copyright
    - the values and intent of the original creator
    - the audience and purpose

2. Students will share their results with the class.

Tip: *Each photo includes sample responses and discussion questions. You may also use these overarching questions to discuss any of the photos:*

- For all the photos, what might be the consequences of using these creative works?
- How would the owners of the content react?
- How might the original creator react?
- How would the VFA react?
- How might the public react?
- How might these different reactions affect your decision about which photo to use for the ad campaign?

3. Students will share their results with the class.

Formative assessment will be gathered by a teacher-led review of copyright and fair use policy with the class. The teacher should make sure that students know they should reference information and materials.

Day 4: The teacher will visit Common Sense: Collective Intelligence and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. The teacher will lead a group discussion on collective intelligence. Students will work independently and in groups to update the school wiki.

The teacher will ask students to discuss the meaning of the phrase "The whole is better than the sum of its parts."

The teacher may prompt students' responses by asking the following:

- What is meant by this phrase?
- How does this phrase apply to teamwork?
- What are some instances demonstrating this phrase is true?
- Are there any situations when this phrase is untrue?

Students will discuss the idea of collective intelligence and share examples of ways for people to collaborate online.

The teacher will show students the website PhilaPlace, an interactive map made by the Historical Society of Pennsylvania. The website allows ordinary people to add their histories and stories about the city of Philadelphia. Experts or organizations considered an authority on the topic often create websites. However regular people collaboratively developed PhilaPlace. It is a good example of collective intelligence.

The teacher will introduce the Common Sense: My School activity.

Activity: My School

Time Frame: 35 minutes
Class Configuration: individual, pairs
Materials: Common Sense: My School in Collective Intelligence Lesson Plan
Description: The teacher will use Common Sense: My School for resources and student directions. The teacher will introduce the activity asking students to first work independently and then in groups of two to choose materials to place on a school wiki.

Formative assessment will be captured through a teacher led review the idea of collective intelligence and how students' can generate and record their perspectives effectively.

Days 5 and 6: The teacher will introduce Performance Task #1 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will select from the "Creator" tab in the multi-colored circle or the "Innovation" category to complete the "Copy-Paste Culture" activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the "Copy and Paste Culture" activity, students are asked what's the difference between being inspired by others' creative work and copying others' creative ideas and what crosses the line legally and ethically. Teens discuss the fundamental concept of copyright by exploring the gray area of accreditation. Student teams should develop an independent project that ties together the ideas within the "Copy and Paste Culture" activity and develop a reflection paragraph (3 to 4 sentences) on how the ability to research and apply copyright will help them to complete academic and technical coursework. If student teams have additional time, they can complete the "Entrepreneurship" or "Micro-Lingo" activities from the "Creator" tab or the "Innovation" category.

1. The teacher will introduce Performance Task 1 and the Performance Task Rubric. Students will have time to ask questions in the "Copy and Paste Culture" activity. Students are asked what the difference is between being *inspired* by others' creative work and *copying* others' creative ideas, and what crosses the line legally and ethically. Students will discuss the fundamental concept of copyright by exploring the gray area of accreditation.

2. Students will individually navigate to the Digital Bytes website and watch the introductory video. Students may choose to watch the "see other projects" section of the website.

Tip: *The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.*

3. The teacher will assign students to work in groups of two. Student groups should select from the "Creator" tab in the multi-colored circle or the "Innovation" category to complete the "Copy-Paste Culture" activity.

Tip: *There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the "Copy-Paste Culture" activity, which should appear, at the top of the students' computer screen. Students will start over if they are not on the "Copy-Paste Culture" activity. The website may need to be refreshed if the "reflect" video/prompt does not immediately appear.*

4. Student teams should follow the instructions provided in the introductory video:
    - **Reflect on the Mash-Up**: Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
    - **Watch a Case Study**: Students will choose one of two case study videos to watch. Students will click on the video, and as a team discuss the provided questions.
    - **Discuss the Questions**: Students will review and discuss the provided questions.

Tip: *Print copies of the questions are available. Teachers may wish to have students print the questions and record responses as a team.*

- **Engage in an Activity:** Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Tip: *Activity A asks student teams to research a product and map (using images/videos) the evolution of that product. Activity B asks student teams to develop a matching game or interactive presentation using technology. For either activity, the teacher may wish to have students cite (MLA or APA) the related images/videos and/or research that they conduct.*

- **Share their Creation:** Student teams should determine the best technology tool to share their project with the class. Links to YouTube and Vimeo are provided.

Formative assessment data can be gathered if the teacher asks student teams share their reflection paragraphs with the class. Teachers may also use the "Entrepreneurship" or "Micro-Lingo" activities from the "Creator" tab or the "Innovation" category.

As a culminating activity, students will individually reflect on the "Copy and Paste Culture" activity and develop a reflection paragraph (3 to 4 sentences) on how the ability to research and apply copyright will help them to complete academic and technical coursework.

Day 7: Students will complete EVERFI Ignition Lesson 5: Creating Multimedia Products.

Tip: ***If pacing is behind, skip the EVERFI lessons.***

Every student must create a login for EVERFI by clicking the link: EVERFI Login

- Click "Register", select "Student/Learner", provide the students with the appropriate class code to enter - select next
- Student completes profile by following prompts
- Advise students to record their username & password for future reference

Day 8: Students will complete EVERFI Ignition Lesson 4: Internet Resources and Credibility.

Lesson 2: My Digital Identity

Day 1: The teacher will visit Common Sense: Digital Life 102 and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on digital media. Students will complete a quiz on social media and use collective intelligence to generate responses. Students will work independently to complete a social media activity.

1. Students will answer the prompt: "What is digital media?"

2. The teacher will lead a student discussion and lead them to define collective intelligence and generate examples. The teacher will record a group definition and examples on the board.

Activity: Got Media Smarts

Time Frame: 25 minutes
Class Configuration: Small group
Materials: Common Sense: Got Media Smarts in Digital Life 102 Lesson Plan
Description: Students will complete an activity that will expose them to the effects of digital media on teens. Students will be able to identify statements as the upside or the downside of digital media.

Tip: *Download the handout Common Sense: Got Media Smarts and Answer page prior to the start of class.*

1. Students will complete "Common Sense: Got Media Smarts" quiz. Students will work in small groups to discuss their responses and determine their final answer.

2. The teacher will present the correct responses to the group and student teams will record the number of correct responses. The teacher will provide time for students to react and ask questions.

The teacher may use the following prompts to support the discussion:

- Which one or two answers surprised you the most?
- Which one or two facts best describe how you use digital media in your own life?
- Which are the farthest from your own personal experience?
- How big of a role does digital media (Internet, texting, video games) play in your life (a little, some, a lot)?
- What are your favorite and least favorite things to do with digital media?
- Do you use digital media to create things or connect with people?
- What are the positive and negative aspects of having digital media in your life?

Tip: *The teacher may wish to recognize the group with the most correct responses in some way.*

Activity: Life in a Connected Culture

Time Frame: 25 minutes
Class Configuration: individual, whole class
Materials: Common Sense: Perspectives on Social Media, Upsides and Downsides of Digital Media
Description: Students will learn about the positives and negatives of using social media.

1. Students will watch the video Common Sense: Perspectives on Social Media.

2. Students will complete the Common Sense: Upsides and Downsides of Digital Media activity sheet individually.

3. The teacher will lead a class discussion on student responses.

Formative assessment will be gathered through a teacher-led review of the positives and negatives of social media use and completion of the Exit Ticket.

Exit Ticket: Explain how you have used social media effectively.

Day 2: The teacher will visit Common Sense: My Online Code and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. The teacher will lead a group discussion on ethics and online ethics. Students will evaluate online profiles in groups and ethical behavior.

1. The teacher will write on the board the terms "ethics" and "online ethics". The teacher will ask students to define the terms and give examples of people within their lives that they believe are ethical. The teacher may choose to provide examples of people in their life.

2. The teacher will ask students to reflect on "unethical" behavior and draw comparisons between what this looks like and how it makes them feel when someone acts unethically. The teacher will ask students what is means to behave unethically online.

Tip: *There are many questions to help you lead these discussions in the lesson that the teacher needs to review before leading the lesson.*

Activity: Judging Jeff's Profile

Time Frame: 50 minutes
Class Configuration: Whole class, small group
Materials: Common Sense: Judging Jeff's Profile in My Online Code Lesson Plan
Description*:* Students will determine the difference between ethical and unethical social media behavior via an online activity.

Tip: Download the student handout from Common Sense: Judging Jeff's Profile prior to the start of class.

1. The teacher will facilitate a class discussion and definitions of these four topics:
    - **Privacy**: Respecting the privacy of others online
    - **Self-Expression and Identity**: Presenting yourself in an honest and genuine way in the online world
    - **Connected Culture**: Treating others in a kind and respectful manner, and avoiding cyberbullying
    - **Respecting Creative Work**: Giving credit to others and/or asking their permission when you use their work

2. The teacher will divide students into groups of 2 or 3 to read and discuss the four profiles in the activity sheet.

3. Student groups will respond to the questions for each profile, allowing 10 minutes for each profile, before moving to the next.

Tip*: The teacher can choose to pause between profile reviews to allow students time to discuss each profile.*

Formative assessment will be captured through a teacher-led review discussion on ethical and unethical social media behavior and review of the Exit Tickets.

Exit Ticket: How have you used social media effectively?

Day 3: The teacher will visit Common Sense: Who Are You Online? and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on the differences between in-person and online personalities. Students will work in teams to make recommendations for remaining ethical online.

1. The teacher will ask students to individually reflect on "Does the way you represent yourself online differ from the way you represent yourself offline?"

2. The teacher will ask students to characterize their online persona and how this is similar and different than the way they represent themselves offline.

Tip: *The teacher may ask students to share their reflections or save this content until the formative assessment portion of the lesson.*

Activity: Exploring Avatars

Time Frame: 20 minutes
Class Configuration: Individual
Materials: New York Times: Avatars Slideshow
Description: Students will view avatars and reflect on the similarities and differences in people and how they represent themselves online.

1. Students will watch the slide show New York Times: Avatars Slideshow.

2. Students will individually record the similarities and differences between real people and their avatars.

3. The teacher will encourage students to identify characteristics beyond physical appearance and remind students that they should avoid passing judgment or making fun of anyone's avatar. The teacher should remind students of ethical and unethical behavior.

Tip: *The teacher should encourage students to speculate on why the people in the photos might have created these avatars. (Students will understand that they cannot be certain of these people's intentions without talking to them – they can draw conclusions based only on the information available in the photos.)*

4. Students will share their observations for each slide. The teacher may use the following sample responses found in the Common Sense lesson[2] to help guide the discussion:
    - **Slide 1**: Choi Seang Rak might represent himself as a girl because he'll do better in the game he's playing. Or maybe he wants to explore how others might treat a girl online.
    - **Slide 2**: Tommy D. Graves might represent himself as a superhero who looks nothing like him because he wants to be anonymous and live out a total fantasy when he plays the game.
    - **Slide 3**: Jean-François de la Fage might want to feel like a stronger, tougher version of himself.
    - **Slide 4**: Ailin Graef might want an avatar that looks like her, wearing her favorite dress and with her best qualities exaggerated.
    - **Slide 5**: Lucas Shaw seems to have created a barbarian character to match the virtual world of the game he is playing, rather than an avatar that resembles him. He might want to escape to a fantasy world.
    - **Slide 6**: Andreas Fisher is posing like his avatar, so he seems to be exploring the side of himself that wants to act like a superhero.

Activity: Real or Fake

[2] https://www.commonsense.org/education/lesson/who-are-you-online-9-12

Time Frame: 25 minutes
Class Configuration: small groups, whole class
Materials: Common Sense: Ramon's Story - Being Real Online
Description: Students will complete an online activity that focuses on the difference between real and fake online personas.

1. The teacher will ask students to define the terms "real" and "fake".

2. The teacher will ask students if they believe it is easier for people to be "real" or "fake" online. And why or why not?

3. Students will watch the video Common Sense: Ramon's Story - Being Real Online

4. The teacher will facilitate a class discussion about the video and the risks associated with creating an online presence. The teacher will ask students to define the terms "anonymous" and "inhibited". The teacher will ask students to draw inferences in how these terms influence someone's online behavior. There are many questions to guide this discussion in the Common Sense lesson.

5. Students will work in groups of 2 or 3 to develop advice for other students on "staying real" online. Students will record their recommendations. The teacher may use the following prompts to help with discussion:
    - How should you represent yourself?
    - How should you treat other people?
    - How to you make sure you stay safe?
    - How can you make sure you are represented in a positive way?

6. Students will share their recommendations with the class.

Formative assessment will be gathered by listening to student recommendations.

Exit Ticket: Does your persona change with your setting? Do you respond differently when you are anonymous?

Day 4: The teacher will visit Common Sense: Oops! I Broadcast It On The Internet and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on the positive and negative consequences of sharing information on the internet. Students will work in teams to review two case scenarios.

*An optional Common Sense: Overexposed: Sexting And Relationships lesson for high school level students can be adapted into this sequence based on need. Parallel resources are available for the optional lesson.

The teacher will ask students to discuss what benefits and negatives exist with sharing information online. The teacher may use the following prompts to help generate discussion:

- Sharing information online can be beneficial but remember the Internet is public because:
    - "private" information can become public if passed on
    - posts in many online communities are public by default
- Most information posted online:
    - can be searched
    - can be seen by HUGE, invisible audiences
    - can be copied, altered, and sent to others
    - cannot be completely deleted- the minute it is posted, it can start to spread
- Information that people post can get out of their control fast, so it is important to consider the consequences beforehand.

The teacher will remind students of the vocabulary term *consequence* and ask students, "How do you share information for fun with others online?" and "Did anything happen that you did not plan because the information was shared?"

Activity: Brittney's Story/ Eva's Story
Time Frame: 40 minutes
Class Configuration: small group
Materials: Common Sense: Brittney's Story - Posting Something You Regret , Common Sense: Brittney's Story Discussion Guide, Common Sense: Eva's Story - When Messages Spread, Common Sense: Eva's Story Discussion Guide Discussion guides are found in the Oops! I Broadcast It On the Internet Lesson Plan
Description: Students will complete an online activity to better understand how others have been impacted by information shared online.

Tip: *Download and print the discussion guides prior to the start of class.*

1. The teacher will divide students into an even number of groups, typically 3 or 4 per group, but the total number of groups should be an even number.

   Half of the groups will watch the video Common Sense: Brittney's Story - Posting Something You Regret and complete the Common Sense: Brittney's Story Discussion Guide

   Half of the groups will watch the Common Sense: Eva's Story - When Messages Spread, video and complete the Common Sense: Eva's Story Discussion Guide

2. Students will work in groups to respond to the questions.

3. The teacher will lead a discussion with the whole class using the Video Discussion Guides.

Formative assessment will be collected through the observation of student discussion and completion of the exit ticket or students may complete the optional Common Sense: Overexposed: Sexting and Relationships lesson for high school level students.

Exit Ticket: What are the benefits and risks of sharing information online?

Days 5 and 6: The teacher will introduce Performance Task #2 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will select from the "Doer" tab in the multi-colored circle or the "Activism" category to complete the "Disconnected" activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the "Disconnected" activity, students are asked what it means to have a healthy media diet. Students will discuss the pros and cons of our daily connection with our devices and how our relationships and self-identity can be impacted by our use of devices. Student teams should develop an independent project that ties together the ideas within the "Disconnected" activity and develop a reflection paragraph (3 to 4 sentences) on how the development of both their in-person and online personalities will help them to achieve their personal and career goals. If student teams have additional time, they can complete the "Movers and Shakers", "Step Forward", or "Myselfie, Myself" activities from the "Doer" tab or the "Activism" category.

1. The teacher will introduce Performance Task 2 and the Performance Task Rubric. Students will have time to ask questions (see PBT 2 and rubric 2). In the "Disconnected" activity, students are asked what it means to have a healthy media diet. Teens discuss the pros and cons of our daily connection with our devices and the impact these devices can have on our relationships and self-identity.

2. Students go to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website.

Tip: *The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.*

3. The teacher will assign students to work in groups of 2. Students will select from the "Doer" tab in the multi-colored circle or the "Activism" category to complete the "Disconnected" activity.

Tip: *There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the "Disconnected" activity, which should appear, at the top of the students' computer screen. Students will start over if they are not on the "Disconnected" activity. The website may need to be refreshed if the "reflect" video/prompt does not immediately appear.*

Students will work in pairs to follow the instructions provided in the introductory video and then complete the following steps:

1. **Reflect on the Mash-Up**: Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
2. **Watch a Case Study**: Students will choose one of two case study videos to watch. Students will click on the video and as a team discuss the provided questions.
3. **Discuss the Questions:** Students will review and discuss the provided questions.

Tip: *Teachers may wish to have students print the questions and record responses as a team.*

4. **Engage in an Activity**: Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Day 7: Students will complete EVERFI Ignition Lesson 1: Choosing a Computer.

If pacing is an issue, the teacher should skip all EVERFI Lessons**.**

Day 8: Students will complete EVERFI Ignition Lesson 2: Wireless Communications.

Day 9: Students will complete EVERFI Ignition Lesson 7: The Future of Technology and You.

Lesson 3: The Price of Cyberbullying

Day 1: The teacher will visit Common Sense: Turn Down The Dial On CyberBullying and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a group discussion on cyberbullying. Students will work in teams to review case scenarios.

1. Students will watch the video Common Sense: Ricardo's Story: Making Fun of Others Online and discuss cyberbullying.

2. The teacher will lead class discussion on cyberbullying. The teacher may use the following prompts from Common Sense Education Lesson to generate class discussion:
   - Do you think Ricardo is a cyberbully? Why or Why not?
   - Ricardo says information "gets around really quick"? What does he mean?
   - Have you ever encountered online cruelty? How did it make you feel?

Tip: *The lesson plan contains the points that need to be brought out for each question. Make sure to read the question and essential points before the lesson.*

Activity: Dial it Down
Time Frame: 40 minutes
Class Configuration: Small group
Materials: Common Sense: Stacey's Story: When Rumors Escalate
Description: Students will watch a video and determine the roles of those involved. Students will discuss the roles of each person and identify how upstandards and targets can de-escalate online cruelty.

1. The teacher will have students define the key vocabulary terms *escalate, de-escalate, bystander,* and *upstander* through a class discussion.

2. Students will watch the video Common Sense: Stacey's Story: When Rumors Escalate

3. Students will work in groups of 2 or 3 to identify the roles of those involved in the story. Specifically, student groups will identify who were the:
   - Targets
   - Offenders
   - Bystanders
   - Upstanders

4. Student groups will discuss the difference between online and offline cruelty. Student groups will identify and record ways in which "targets" and "up standers" can de-escalate online cruelty. An example framework from the Common Sense online lesson plan[3] is provided below.

Targets	Upstanders
EX. **Ignore and block the bully.** Offenders often want attention. Take it away, and they may give up.	EX. **Stand up to the offender when appropriate.** If you see something negative, say something. Make it clear that you think online cruelty is wrong and tell the offender to back off. (It may be easier to do this if you have good standing with the offender.)

5. Student groups will complete the Common Sense: Turn down the Dial on Cyberbullying Handout. Student groups will complete the left-hand column of the handout for Stacey's Story to show how the situation escalated. Student groups will then fill in the "Turn Down the Dial on Cyberbullying" version of her story to show how the situation could have been de-escalated.

6. Student groups will turn their handouts into maps, using elements such as size and color to indicate escalation and de-escalation and arrows to show the flow of events.

7. Student groups will work together to compare their results with another group. Examples of similarities and differences should be discussed in large groups or with the class.

Formative assessment information will be collected by the teacher observation of students' discussion on the ways that they can help to eliminate cyberbullying and reflect on how they have used social media effectively. Teachers can also use the 3-question assessment at the end of the lesson as an exit ticket.

[3] https://www.commonsense.org/education/system/files/uploads/classroom-curriculum/9-12-unit1-turndownthedial.pdf?x=1

Day 2: The teacher will visit Common Sense: Breaking down Hate Speech and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Students will complete a writing prompt on hate speech. Students will work in teams to review case scenarios.

1. The teacher will lead a student discussion of the key vocabulary terms *hate speech, stereotype, and derogatory*. The teacher will have students give examples from their experience.

2. The teacher will ask students to write a 3 or 4 sentence reflection paragraph sharing a time when they or someone they know was the target of hate speech.

Activity: Hate Speech Mediation

Time Frame: 35 minutes
Class Configuration: Small group
Materials: *NBC News: Hate speech corrodes online games*
Description: Students will read the article and determine the main idea or one thing the author wants the reader to realize beyond the title. Students will work in teams to develop ways they could deal with hate speech. Each team will develop a policy on hate speech and present it to the class.

1. Students will read the NBC News: Hate speech corrodes online games article.

2. Students will divide into groups of 3 or 4. As a team, each group will determine the main idea of each paragraph. Use this information to come up with the one thing the author wants readers to realize (beyond the title).

3. Students should stay with their current teams. The teacher will lead a discussion on the term *mediation*.

4. Each group will act as a Mediation Committee. Each committee will decide what to do when students behave in an unacceptable way online or offline. Committees will imagine a student has written letters filled with hate speech targeting the groups mentioned in the article.

5. The committees will brainstorm ways to deal with hate speech when it happens online. Use the following examples to help guide student discussion:
    - Flagging videos or comments;
    - Making counterpoint comments;
    - Linking to educational resources;
    - Using social networks to reach out to large bodies of people;
    - Encourage groups to think of positive approaches, such as rewarding students who stand up against hate speech or who educate others about hate speech

6. Committees will create a class policy on hate speech and present their ideas to the class. The class will discuss and create a classroom anti-hate speech policy.

Formative assessment data will be gathered through teacher observation of team discussions and presentation of anti-hate speech policies.

Day 3: The teacher will visit Common Sense: Private Today, Public Tomorrow and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a class discussion on persistence and reputation. Students will work in teams to develop a decision tree matrix to inform their social media activity.

The teacher will lead a class discussion on the key vocabulary terms *persist* and *reputation*. The class will discuss why things persist

online and how information you post online can be helpful or harmful to your reputation. The teacher may use the following prompts to generate discussion:

- Why do things persist online even if we don't want them to?
- What kinds of things could you post online now that might be good for your reputation in the future? What kinds of things might be harmful?

Activity: Posting Decisions

Time Frame: 40 minutes
Class Configuration: Individual, pairs
Materials: Common Sense: College Sued Over "Drunken Pirate" Sanctions
Description: Students will determine the best (and worst) things to post online and how posts may impact one's future reputation.

***Tip**: Download the Common Sense: Unintended Consequences of Sharing student handout prior to the start of class.*

1. The teacher will lead a class discussion on the quote "A picture is worth a thousand words".

2. The teacher and students will read the article Common Sense: College Sued Over "Drunken Pirate" Sanctions in the student handout in a whole group activity.

3. Teacher will lead a discussion on the article and the key vocabulary terms *context* and *tag*.

4. Students will individually brainstorm a list of questions that someone should ask him- or herself before posting something about another person. Students will record their responses on paper or on the backs of their student handouts.

5. The teacher will review the flow chart instructions and allow time for students to ask questions.

6. Students will work in teams of 2 to review their ideas and create a decision tree based on their list of questions. Student teams should develop a flow chart of decisions on a large sheet of paper.

***Tip:** The teacher may alternatively have students create a flow chart using tools on Microsoft Office (e.g., shapes and lines in MS Word and PowerPoint, or the flowchart tool in Excel) or by using the free online flowchart maker Gliffy (www.gliffy.com).*

7. Student teams will start their decision tree with the first question they would ask themselves when deciding whether to post something online. Students will then continue to additional steps or questions based on a "yes" or "no" answer. Below is an example of the first steps of a decision tree found in the Common Sense online lesson plan[4]:
    - *Could what I am about to post be harmful or embarrassing to my friend(s) in this context?*
        - If the answer is Yes > Do not post it.
        - If the answer is No or Not Sure > Go to the next question.
    - *Have I asked my friend(s) if it's okay with them to post something?*
        - If the answer is Yes > Go on to the next question.
        - If the answer is No > Go ask them if you can.
        - If you can't ask them, go on to the next question but remember to ask them soon.
    - *Did your friend(s) say it was okay to post something about them?*
        - If Yes > Go on to the next question.
        - If No > Do not post.

8. Student teams will display and share their decision trees and discuss how they share responsibility for protecting the privacy of their friends and anyone with whom they connect online.

[4] https://www.commonsense.org/education/system/files/uploads/classroom-curriculum/9-12-unit4-privatetodaypublictomorrow.pdf?x=1

Formative assessment data will be collected during student presentations of their decision trees and review of Exit Tickets.

Exit Ticket: How could you use this matrix to inform your social media activity?

Days 4 and 5: The teacher will introduce Performance Task #3 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will select from the "Pioneer" tab in the multi-colored circle or the "Our Generation" category to complete the "Haters and Trolls" activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the "Haters and Trolls" activity, students are asked what the differences among teasing, harassing, cyberbullying, and trolling online. Teens analyze the motives behind, for example, trolling (deliberately provoking or upsetting others online, with the intent of inciting an angry response) and explore how it affects individuals, groups, and entire communities. Student teams should develop an independent project that ties together the ideas within the "Haters and Trolls" activity and develop a reflection paragraph (3 to 4 sentences) on how their online activity and behavior will help or hurt them as they apply to postsecondary education and pursue competitive employment. If student teams have additional time, they can complete the "Would You #YOLO", "Instafamous", or "Gender and the Media" activities from the "Pioneer" tab or the "Our Generation" category.

1. The teacher will introduce Performance Task 3 and the Performance Task Rubric. Students will have time to ask questions (see PBT 3 and rubric 3). In the "Haters and Trolls" activity, students are asked what the differences among teasing, harassing, cyberbullying, and trolling online. Students will analyze the motives behind, for example, trolling (deliberately provoking or upsetting others online, with the intent of inciting an angry response) and explore how it affects individuals, groups, and entire communities.

2. Students will individually go to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website.

Tip: *The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.*

3. The teacher will assign students to work in teams of two. Students will select from the "Pioneer" tab in the multi-colored circle or the "Our Generation" category to complete the "Haters and Trolls" activity.

Tip: *There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the "Haters and Trolls" activity, which should appear at the top of the students' computer screen. Students will start over if they are not on the "Haters and Trolls" activity. The website may need to be refreshed if the "reflect" video/prompt does not immediately appear.*

4. Students will follow the instructions provided in the introductory video and complete the following:
    - **Reflect on the Mash-Up**: Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
    - **Watch a Case Study**: Students will choose one of two case study videos to watch. Students will click on the video and as a team discuss the provided questions.
    - **Discuss the Questions**: Students will review and discuss the provided questions.

Tip: *Print copies of the questions are available. Teachers may wish to have students print the questions and record responses as a team.*

- **Engage in an Activity**: Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Tip: *Activity A asks student teams to develop a social media pledge that promotes free speech while also ensuring all members of the site/blog/group are not discriminatory. Activity B asks student teams to capture members of the team/class/school writing motivational messages to support individuals who may be feeling upset.*

Tip: *For either activity, the teacher may wish to have students cite (MLA or APA) the related images/videos and/or research that they conduct.*

- **Share their Creation**: Student teams should determine the best technology tool to share their project with the class. Links to YouTube and Vimeo are provided.

5. Students will individually reflect on the "Haters and Trolls" activity and develop a reflection paragraph (3 to 4 sentences) on how their online activity and behavior will help or hurt them as they apply to postsecondary education and pursue competitive employment.

6. Students teams will share their reflection paragraphs with the class.

Formative assessment data will be collected through teacher observation of student teams sharing their reflection paragraphs with the class.

As an alternative formative assessment measure, students can complete the "Would You #YOLO", "Instafamous", or "Gender and the Media" activities from the "Pioneer" tab or the "Our Generation" category.

Day 6: Students will complete EVERFI Ignition Lesson 6: Digital Relationships and Respect.

Lesson 4: Your Data, Your Privacy

Day 1: The teacher will visit Common Sense: Safe Online Talk and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. Students will work in teams to respond to case scenarios.

Activity: Safety Video Vignettes

Time Frame: 50 minutes
Class Configuration: pairs
Materials: Common Sense: Perspectives on Chatting Safely Online, Common Sense: Take Three handout, Online Talk: Common Sense: What's Safe and What's Risky, Common Sense: Internet Traffic Light, paper, and red, yellow, and green markers.
Description: Students will better understand online safety and how to avoid risky behavior.

1. Students will watch the "Common Sense: Perspectives on Chatting Safely Online" video.

2. Students will work in teams of two to complete the graphic organizer in the "Common Sense: Take Three" handout. Students will discuss the key vocabulary terms *harass* and *risky*. Students will discuss how flirting online can be considered harassment.

3. Students will watch and discuss the video Common Sense: Online Talk: What's Safe and What's Risky.

4. Students will review Common Sense: Internet Traffic Light and complete the handout.

Formative assessment data will be collected through a teacher-led discussion to review Internet safety tips and review of the exit tickets.

Exit Ticket: How can you use this information to inform your social media/online activity?

Day 2: The teacher will visit Common Sense: Does It Matter Who Has Your Data? and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish.

The teacher will lead a class discussion on the key vocabulary term *scam.* The discussion will include the purpose of a scam and common tricks people play to carry out online scams. The teacher may use the following prompts to generate class discussion:

- Do you know someone who has been scammed? What happened?
- What is the purpose of a scam? What tricks to people use to carry out a scam.

The teacher will ask students to define the key vocabulary terms *identity theft* and *vulnerable*. The teacher will record responses on the board. Students will brainstorm a list of information and/or materials that can be helpful to scammers.

Activity: Spotting Scams

Time Frame: 40 minutes
Class Configuration: individual, pairs
Materials: Common Sense: Spotting Scams Handout, Huffington Post: Facebook Scams You Need to Know About
Description: Students will read an article about Facebook Scams and be able to identify how to spot a phishing scam.

1. The teacher will introduce the key vocabulary term *phishing*.

2. Students will read and discuss in groups of 2 the article Huffington Post: Facebook Scams You Need to Know About. As students read, student groups will discuss how to avoid phishing scams. The following prompts may be provided to help generate class discussion and could be written on the board or used for EL students for support:
    - Avoid opening the message or email in the first place
    - Don't click on any links or download any attachments; they might contain viruses or spyware
    - Don't reply
    - Mark as "junk mail" or "spam" for your email provider or report it to your social network site
    - If you are concerned about an account you have with a company, contact its customer service by phone. Make sure you verify the company's contact information elsewhere online first

3. Student groups will complete the Common Sense: Spotting Scams Handout. Students will discuss their results with the class.

Formative assessment data will be collected through a teacher-led review discussion of common methods of phishing and online scams and completion of the Exit Ticket.

Exit Ticket: How could you use this information to inform your social media/online activity.

Days 3 and 4: The teacher will introduce Performance Task #4 and the Performance Task Rubric. Allow time for students to ask questions. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will select from the "Thinker" tab in the multi-colored circle or the "Interpretation" category to complete the "Online Tracking" activity. Students will work in teams of 2 to follow the instructions provided in the introductory video and 1. Reflect on the Mash-Up, 2. Watch a Case Study, 3. Discuss the Questions, 4. Engage in an Activity, and 5. Share their Creation. In the "Online Tracking" activity, students are asked who is keeping track of what

we do online, and why. Teens will learn about data tracking and targeted advertising and analyze how these practices affect people's privacy. Student teams should develop an independent project that ties together the ideas within the "Online Tracking" activity and develop a reflection paragraph (3 to 4 sentences) on how social media and Internet safety can help to protect their identities and prevent financial scams. If student teams have additional time, they can complete the "Internet Hoaxes", "News Literacy", "Selling Out", or "The Power of Likes" activities from the "Thinker" tab or the "Interpretation" category.

1. The teacher will introduce Performance Task 4 and the Performance Task Rubric. Students will have time to ask questions (see PBT 4 and rubric 4). In the "Online Tracking" activity, students are asked who is keeping track of what we do online, and why. Teens will learn about data tracking and targeted advertising and analyze how these practices affect people's privacy.

2. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website.

Tip: *The website is fairly simple to navigate, but the website flows from top to bottom as the user scrolls down. Certain content on the website is predicated upon activity in the upper portion of the website.*

3. The teacher will assign students to work in groups of 2. Students will select from the "Thinker" tab in the multi-colored circle or the "Interpretation" category to complete the "Online Tracking" activity.

Tip: *There are multiple activities in each tab and category based on how students respond to the stated question. The teacher may need to ensure that students are working on the "Online Tracking" activity which should appear at the top of the students' computer screen. Students will start over if they are not on the "Online Tracking" activity. The website may need to be refreshed if the "reflect" video/prompt does not immediately appear.*

4. Students will work in teams of 2 to follow the instructions provided in the introductory video and:
    - **Reflect on the Mash-Up**: Students will watch the video and respond to one of three stated prompts. The arrow keys should be used to switch between prompts. The submit button should be used to move the activity forward.
    - **Watch a Case Study**: Students will choose one of two case study videos to watch. Students will click on the video and as a team discuss the provided questions.
    - **Discuss the Questions**: Students will review and discuss the provided questions.

Tip*: Print copies of the questions are available. Teachers may wish to have students print the questions and record responses as a team.*

- **Engage in an Activity**: Students will choose between two provided activities. A mouse hover will display the prompt on both activities. A text box will display that provides an outline of the activity and suggested tools. Student teams should work independently to develop a response to the activity.

Tip: *Activity A asks student teams to download the Firefox-Lightbeam add-on to track their internet activity and watch in real-time how their information is shared. Activity B asks student teams to create a two- to three- minute news report that educates the public about online tracking and targeting.*

Tip: *For either activity, the teacher may wish to have students cite (MLA or APA) the related images/videos and/or research that they conduct.*

- **Share their Creation**: Student teams should determine the best technology tool to share their project with the class. Links to YouTube and Vimeo are provided.

5. As a culminating activity, students will individually reflect on the "Online Tracking" activity and develop a reflection paragraph (3 to 4 sentences) on how social media and Internet safety can help to protect their identities and prevent financial scams.

6. Student teams to share their reflection paragraphs with the class.

Formative assessment data will be collected through listening to students share culminating paragraphs.

An alternative formative assessment measure would be to have students complete the Internet Hoaxes, News Literacy, Selling Out, or The Power of Likes activities from the Thinker tab or Interpretation category.

Day 5: Students will complete EVERFI Ignition Lesson 3: The Viral World.

Website Links Referenced in Unit 4

- https://www.commonsense.org/education/user/register?destination=system/files/6-8-unit1-strategicsearching.pdf%3Fx=1
- https://everfi.com
- http://education.msu.edu/te/secondary/pdf/Designing-Lessons-for-Diverse-Learners.pdf
- https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/strategies-for-success-a-guidebook-for-supporting-students-with-disabilities.pdf?sfvrsn=6
- https://digitalbytes.commonsensemedia.org
- https://d1e2bohyu2u2w9.cloudfront.net/education/sites/default/files/product-docs/digital_bytes_facilitators_guide.pdf
- https://www.google.com/search?client=safari&rls=en&q=www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-+internet-northeast_n_2041283.html&ie=UTF-8&oe=UTF-8
- https://en.wikipedia.org/wiki/Year-round_school_in_the_United_States
- https://www.pbs.org/newshour/show/seattle-enrichment-program-takes-aim-at-achievement-gap
- https://www.commonsense.org/education/lesson/copyrights-and-wrongs-9-12
- https://www.commonsense.org/education/lesson/digital-life-102-9-12
- https://www.nytimes.com/slideshow/2007/06/15/magazine/20070617_AVATAR_SLIDESHOW_index/s/17avat.1.ready.html?action=click&contentCollection=Magazine&entrySlide=1&module=RestartSlideShow&pgtype=imageslideshow&region=Button&slideshowTitle=Double+Agents&version=EndSlate
- https://www.commonsense.org/education/lesson/who-are-you-online-9-12
- https://www.commonsense.org/education/lesson/oops-i-broadcast-it-on-the-internet-9-12
- https://www.commonsense.org/education/lesson/turn-down-the-dial-on-cyberbullying-9-12
- http://www.nbcnews.com/id/36572021/ns/technology_and_science-games/t/hate-speech-corrodes-online-games/#.XMxwzC-ZOgR
- https://www.commonsense.org/education/lesson/private-today-public-tomorrow-9-12
- https://www.commonsense.org/education/lesson/safe-online-talk-6-8
- https://www.huffpost.com/entry/facebook-scams-hacks-attacks_n_864906?guccounter=1

Unit 4: Digital Citizenship

Suggested Timeline: 28 Days

Unit Focus: Unit 4 helps students understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks encourage students to develop authentic responses to scenarios that involve adhering to copyright laws, creating a positive digital identity, addressing cyberbullying, and managing data privacy.

The Digital Citizenship Unit uses instructional materials and resources from the following sources:

- Common Sense Education—all instructional materials including Digital Bytes, Common Sense, Common Sense Media, Common Sense Education, and Common Sense Kids Action, associated names, associated trademarks, and logos are trademarks of Common Sense Media, a 501(c)(3) nonprofit organization © 2018.
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Stage 1: Desired Results (both skills-based and concept-based)

Big Ideas:

Ethical, effective, productive digital citizenship is imperative in modern, technology-rich environments.

Essential Questions:

- How can I use technology safely and effectively to solve problems?
- How can I differentiate between high-quality online resources and those of lesser quality?
- How do I know when I can and cannot use certain information?
- How should I present myself online?
- What effect will my online identity have in my transition into postsecondary education and a career?
- How can I use virtual environments to tackle issues like privacy, security, cyberbullying, digital relationships, and the viral nature of the web?
- How do I become an ethical digital citizen?
- What steps can I take to protect my personal information and prevent fraud?

Students Will Know and Be Able To:

- conduct responsible, safe, online searches and evaluate the use and/or truth of online content and information;
- use technology to solve a problem safely and effectively;
- understand and apply copyright to factual materials in order to develop authentic information and support a claim;
- evaluate online information and determine if resources are reliable, useful, and truthful;
- demonstrate an understanding of copyright and correctly cite materials and online content;
- evaluate online behavior and determine characteristics of good digital citizens;
- evaluate how online behavior can help or harm transitions into postsecondary education and employment;
- apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships;
- take steps to safeguard personal online information and data; and
- take steps to create a positive digital footprint and understand the negative consequences of risky online behavior.

Goals	

Career and Life Readiness Competencies
Applied Knowledge
• Critical Thinking Skills
  ○ thinking critically
  ○ thinking creatively
  ○ making sound decisions
  ○ solving problems
  ○ reasoning
  ○ planning
  ○ organizing
• Career-Related Technical Skills
  ○ building background knowledge
  ○ understanding key concepts about an occupation or career pathway
Relational Skills and Personal Attributes
• Interpersonal Skills
  ○ working well with others
  ○ respecting individual differences
• Personal Qualities
  ○ demonstrating responsibility and self-discipline
  ○ adapting and showing flexibility
  ○ demonstrating integrity
Executive and Communication Skills
• Executive Skills
  ○ managing time and other resources effectively
  ○ communicating effectively with others in multiple formats
  ○ applying information technology appropriately and effectively
• Technology Use Skills
	Louisiana K-12 Student Standards English Language Arts
	Reading Standards for Informational Text, Grade 8
	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Writing Standards, Grade 8
	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Speaking and Listening Standards, Grade 8
	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.8.6 Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.
	Language Standards, Grade 8
	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	Reading Standards for Informational Text, Grades 9-10
	RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	Writing Standards, Grades 9-10
	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Goals	
○ understanding technology and its appropriate uses ○ using technology efficiently and effectively • Information Use ○ locating information ○ using information ○ communicating information ○ evaluating technology *Financial Literacy* • finding, evaluating, and applying financial information *Civic Engagement Skills* • developing awareness of major national, state and local, governance issues	W.9-10.8 Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. W.9-10.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. *Speaking and Listening Standards, Grades 9-10* SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9-10.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate. *Language Standards, Grades 9-10* L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **Louisiana Standards for Technology Readiness** *Acceptable Use, Copyright, Plagiarism, and Online Safety* • explain responsible uses of technology and digital information and describe possible consequences of inappropriate use • explain fair use guidelines for the use of copyrighted materials (e.g. text, images, audio, and video in student projects) and giving credit to media creators • identify and explain the strategies for the safe and efficient use of computers • demonstrate safe email practices, recognition of the potential public exposure of email, and appropriate email etiquette • identify cyberbullying and describe strategies to deal with such a situation • recognize and describe the potential risks and dangers associated with various forms of online communications

Goals	
	• comply with the district's acceptable use policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing • analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information • explain the possible risks associated with the use of networked digital environments and sharing personal information *Research and Information Gathering* • use age-appropriate technologies to locate, collect, and organize content from media collection activities for specific purposes, citing sources • perform basic searches on databases • evaluate teacher- or self-selected internet resources in terms of their usefulness for research • use content-specific technology tools • use web 2.0 to gather and share information • identify probable types and locations of websites by examining their domain extensions • use effective search strategies for locating and retrieving electronic information • use search engines and online directories and explain the differences among various search engines and how they rank results • use appropriate academic language in online learning environments; explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning; write correct in-text citations and reference lists for text and images gathered from electronic sources • use web browsing to access information • develop and/or use teacher-developed guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects *Communication and Collaboration* • work collaboratively online with other students under teacher supervision • use a variety of age-appropriate technologies to communicate and exchange ideas • create projects that use text and various forms of graphics, audio • create projects that use text and various forms of graphics, audio, and video • use a variety of district approved web 2.0 to collaborate and communicate with peers, experts, and other audiences using grade-appropriate academic language • use a variety of media to present information for specific purposes, citing sources; demonstrate how the use of various techniques and effects can be used to convey meaning in media
Supports for Diverse Learners	**Targeted Career Cluster(s)**

Goals	

• Provide notes and readings ahead of time that include additional details and background information. Highlight any key points or topics and make notations to provide background information.
• Provide additional support for vocabulary
  ○ Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.
  ○ Write these words and phrases on the board and have students write them in their notebooks or on index cards.
  ○ Use visuals, acting, translation or synonyms to relay the meaning of the word to the students.
  ○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.
• Send out video links early and provide students with time to ask questions and retell the key points to the teacher.
• Provide project templates and set aside time for students to ask clarifying questions.
• Model directions and use gestures to support student understanding.
• Use checklist for modifying lesson plans.
• Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed.
	Targeted career clusters will depend on the pathways offered at each school, but these may include:
	• STEM
	• Information Technology
	• Arts/AV Tech/Communication
	• Publications
	• Marketing
	• Business Management/Administration
	• Law and Public Safety

Stage 2: Assessment/Evidence of and for Student Learning

Curriculum-Embedded Performance Task(s)

Performance Task 1: Navigating the Net
Copy Paste Culture
- Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task.
- Students will curate an independent project focusing on the following topic: Copy & Paste Culture.
- To navigate to this project, have students select the Innovation category and select the Copy and Paste Culture topic.

Performance Task 2: My Digital Identity
Disconnected
- Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task.
- Students will curate an independent project focusing on the topic Disconnected.
- To navigate to this project, students will use the Activism category and select the Disconnected topic.

Performance Task 3: The Price of Cyberbullying
Haters and Trolls
- Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task.
- Students will curate an independent project focusing on the topic Haters and Trolls.
- To navigate to this project, students will use the Our Generation category and select the Haters and Trolls topic.

Performance Task 4: Your Data, Your Privacy
Online Tracking
- Teachers will utilize the Common Sense Facilitator Guide to assist students in planning and executing the cumulative Performance Task.
- Students will curate an independent project focusing on the topic

Formative Checkpoints

- **Class Discussion—**Students actively participate in daily class discussions throughout unit.
- **Self-Evaluation—**Students reflect on success competencies at the beginning of each unit, set goals for improvement, and then re-evaluate their progress at the end of each unit.
- **Teacher Observation—**Teacher observes students' progress in increased collaboration, communication, critical thinking, and creativity.
- **Exit Tickets-** Teacher reviews exit tickets to determine students' awareness of digital citizenship.
- **KWL Chart—**Teacher reviews student responses about strategic searching.
- **Strategic Search Plan—**Teacher reviews the strategic search plan and provides feedback.
- **High-quality Sites Check Sheet—**Teacher reviews the check sheet and provides feedback.
- **Digital Media Activity Sheet—**Teacher reviews the check sheet and provides feedback.
- **Staying Real - Online Advice—**Teacher reviews students' advice and provides feedback.
- **Reflection Paragraph—**Teacher reviews the hate speech reflection paragraph and provides feedback.
- **Other Formative Checkpoints—**Daily journals, digital module completion, EVERFI Ignition Module Assessments

Additional Assessment(s)
- Dial it Down maps
- Decision Tree

Online Tracking. ● To navigate to this project, students will use the Interpretation category and select the Online Tracking topic.	

Stage 3: Learning Plan Overview	
Lessons	**Lessons Overview**
Lesson One: Navigating the Net (Includes PT 4.1) **8 days**	**Day 1:** The teacher will visit Common Sense: Strategic Searching and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. The teacher will lead an introductory activity using a KWL chart to capture past and prior knowledge of effective Internet searches. Students will work in groups to plan and perform an effective search and make recommendations to the class. **Day 2:** The teacher will visit Common Sense: Identifying High-Quality Sites and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. Online videos are also available to support the lesson. The teacher will lead an introductory activity with the class by reading an article about Hurricane Sandy to capture past knowledge of Internet communication. Students will work in groups to evaluate information online and make recommendations to the class. **Day 3:** The teacher will visit Common Sense: Copyrights and Wrongs and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. Online videos are also available to support the lesson. The teacher will lead an introductory activity about copyright. Students will work in groups to complete the Mad Men activity and share their results with the class. **Day 4:** The teacher will visit Common Sense: Collective Intelligence and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. The teacher will lead a group discussion on collective intelligence. Students will work independently and in groups to update the school wiki. **Days 5 and 6:** The teacher will introduce Performance Task #1 and the Performance Task Rubric. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video. Students may choose to watch the "see other projects" section of the website. Students will complete the Copy-Paste Culture activity. Students will work in teams of two to follow the instructions provided in the introductory video and reflect on the mash-up, watch a case study, discuss the questions, engage in an activity, and share their creation. Students will discuss the fundamental concept of copyright by exploring the gray area of accreditation. Student teams will develop an independent project that ties together the ideas within the activity and write a paragraph on how the ability to research and apply copyright will help them to complete academic and technical coursework. **Day 7:** Students will complete EVERFI Ignition Lesson 5: Creating Multimedia Products. If pacing is behind, the EVERFI lessons can be omitted. **Day 8:** Students will complete EVERFI Ignition Lesson 4: Internet Resources and Credibility.

Stage 3: Learning Plan Overview	
Lesson Two: My Digital Identity (Includes PT 4.2) **9 days**	**Day 1:** The teacher will visit Common Sense: Digital Life 102 and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. Online videos are also available to support the lesson. The teacher will lead a group discussion on digital media. Students will complete a quiz on social media and use collective intelligence to generate responses. Students will work independently to complete a social media activity **Day 2:** The teacher will visit Common Sense: My Online Code and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. The teacher will lead a group discussion on ethics and online ethics. Students will evaluate online profiles in groups and ethical behavior. **Day 3:** The teacher will visit Common Sense: Who Are You Online? and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. Online videos are also available to support the lesson. The teacher will lead a group discussion on the differences between in-person and online personalities. Students will work in teams to make recommendations for remaining ethical online. **Day 4:** The teacher will visit Common Sense: Oops! I Broadcast It on the Internet and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. Online videos are also available to support the lesson. The teacher will lead a group discussion on the positive and negative consequences of sharing information on the Internet. Students will work in teams to review two case scenarios. *The optional Common Sense: Overexposed: Sexting And Relationships lesson for high school students can be adapted or added to this sequence based on need. Parallel resources are available for the optional lesson.* **Days 5 and 6:** The teacher will introduce Performance Task 2 and the Performance Task Rubric. Students will navigate to the Digital Bytes website. Students will watch the introductory video and discuss the pros and cons of our daily connection with our devices and the impact these devices may have on our relationships and self-identity. Student teams develop an independent project that ties together the ideas presented in the activity and develop a reflection paragraph on how the development of both in-person and online personalities will help them achieve their personal and career goals. **Day 7:** Students will complete EVERFI Ignition Lesson 1: Choosing a Computer. If pacing is behind, the EVERFI lessons can be omitted. **Day 8:** Students will complete EVERFI Ignition Lesson 2: Wireless Communication. **Day 9:** Students will complete EVERFI Ignition Lesson 7: The Future of Technology and You.

Stage 3: Learning Plan Overview	
Lesson Three: The Price of Cyberbullying (Includes PT 4.3) **6 days**	**Day 1:** The teacher will visit Common Sense: Turn Down the Dial on Cyberbullying and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. Online videos are also available to support the lesson. The teacher will lead a group discussion on cyberbullying. Students will work in teams to review case scenarios. **Day 2:** The teacher will visit Common Sense: Breaking Down Hate Speech and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. The teacher will facilitate a writing prompt on hate speech. Students will work in teams to review case scenarios. **Day 3:** The teacher will visit Common Sense: Private Today, Public Tomorrow download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English and Spanish. Online videos are also available to support the lesson. The teacher will lead a class discussion on persistence and reputation. Students will work in teams to develop a decision tree matrix to inform their social media activity. **Days 4 and 5:** The teacher will introduce Performance Task 3 and the Performance Task Rubric. Students will individually navigate to the Digital Bytes website. Students will watch the introductory video and discuss the differences among teasing, harassing, cyberbullying, and trolling online. Teens analyze the motives behind these behaviors and explore how they affect individuals, groups, and entire communities. Student teams develop an independent project that ties together the ideas presented in the activity and write a reflection paragraph on how their online activity and behavior will help or hurt them as they apply to postsecondary education and pursue competitive employment. **Day 6:** Students will complete EVERFI Ignition Lesson 6: Digital Relationships and Respect. If pacing is behind, the EVERFI lessons can be omitted.
Lesson Four: Your Data, Your Privacy (Includes PT 4.4) **5 days**	**Day 1:** The teacher will visit Common Sense: Safe Online Talk and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. Online videos are also available to support the lesson. Students will work in teams to respond to case scenarios and to develop online safety tools and procedures. **Day 2:** The teacher will visit Common Sense: Does It Matter Who Has Your Data? and download the lesson PDF, student activity sheet, family tip sheet, and unit assessment. All resources can be accessed in English, Spanish, and French. The teacher will lead a class discussion on scams and identify theft. Students will work in teams to research identify theft and online scams. **Days 3 and 4:** The teacher will introduce Performance Task 4 and the Performance Task Rubric. Students will individually navigate to the Digital Bytes website, watch the introductory video, discuss data tracking and targeted advertising, and analyze how these practices affect people's privacy. Student teams will develop an independent project that ties together the ideas presented in the activity and write a reflection paragraph on how social media and internet safety can help to protect their identities and prevent financial scams. **Day 5:** Students will complete EVERFI Ignition Lesson 3: The Viral World. If pacing is behind, the EVERFI lessons can be omitted.

Lesson One Learning Plan: Navigating the Net

Synopsis
Students will understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks ask students to develop authentic responses to scenarios about the copyright, digital identity, cyberbullying, and data privacy.

Essential Questions
- How can I use technology safely and effectively?
- How can I differentiate between high-quality online and those of lesser quality?
- How do I know when I can and cannot use certain information?

Assessed Career and Life Readiness Competencies:

Understanding technology and its appropriate uses is demonstrated by conducting a review of high-quality websites.
Using technology efficiently and effectively is demonstrated by developing a strategic search plan.
Locating information is demonstrated by conducting a strategic search.
Using information appropriately is demonstrated by using the correct citations.
Communicating information is demonstrated through the use of a collective intelligence wiki.

Suggested Texts and Resources:

Resources
- PT 4.1: student handout
- PT 4.1: rubric
- Common Sense: Strategic Searching
- Common Sense: Identifying High-Quality Sites
  - Huffington Post: Fake Hurricane Sandy Photos Spread on Internet...
  - Test Before You Trust
  - Wikipedia: Year-round school in the United States
  - Year-Round School Commits to Students from Middle School to Last Day of College
- Common Sense: Copyrights and Wrongs
  - Copyright and Fair Use Animation
  - Common Sense: Mad Men

New Vocabulary for the Learning Plan
- efficient
- effective
- strategy
- trustworthy
- publish
- evaluate
- criteria
- fair use
- commercial purposes
- copyright
- creative commons
- public domain
- synergy
- collective intelligence
- wiki

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to • conduct responsible and safe online searches • evaluate the use and/or truth of online content and information
	Formative Assessment

Lesson One Learning Plan: Navigating the Net	
	• teacher observation of class discussion • teacher review of student responses to the KWL chart • teacher review of the strategic search plan and provide feedback
	Materials/Resources • computer access (one per student) • Internet access (see links above for possible sites)
Day 2	Students will know and be able to • conduct responsible and safe online searches • evaluate the use and/or truth of online content and information
	Formative Assessment • teacher observation of class discussion • teacher review of student check sheet for identifying high-quality sites
	Materials/Resources: • Huffington Post article • "Test Before you Trust" Student Resource
Day 3	Students will know and be able to • understand copyright • use factual materials to develop authentic information and support a claim
	Formative Assessment • teacher observation of class discussion • teacher review of student check sheet for identifying high-quality sites
	Materials/Resources • Copyright video • Mad Men activity
Day 4	Students will know and be able to • use technology to solve a problem safely and effectively • grow their digital citizenship
	Formative Assessment • teacher observation of class discussion
	Materials/Resources • My School activity
Days 5-6	Students will know and be able to • evaluate online information and determine if resources are reliable, useful, and truthful

Lesson One Learning Plan: Navigating the Net	
	• demonstrate an understanding of copyright and correctly cite materials and online content
	Formative Assessment • teacher observation of class discussion
	Materials/Resources • PT 4.1: Copy and Paste Culture • PT 4.1: rubric
Day 7	Students will know and be able to • recognize the dangers and consequences of not protecting one's identity online • recall tips and strategies for preventing identity theft • recognize the dangers and consequences of sharing too much personal information on social networks • understand how to set up a secure online profile
	Formative Assessment • teacher observation of course completion
	Materials/Resources • Computer with Internet access • EVERFI Curriculum
Day 8	Students will know and be able to • identify the different forms of cyber bullying and understand the personal, emotional, and legal repercussions • pinpoint strategies for preventing cyber bullying • detect warning signs that a person is being victimized and take a stand • grasp how the choices one makes online can become viral and damaging
	Formative Assessment • teacher observation of course completion
	Materials/Resources • Computer with Internet access • EVERFI Curriculum

Lesson Two Learning Plan: My Digital Identity	
Synopsis Students will understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks ask students to develop authentic responses to scenarios about copyright, digital identity, cyberbullying, and data privacy.	**Essential Questions** • How should I represent myself online? • What implications does my online identity have in helping me transition into postsecondary education and a career? • What does it mean to be an ethical digital citizen?

Assessed Career and Life Readiness Competencies:
Respecting individual differences is demonstrated through the review of ethical and unethical behavior. *Responsibility and self-discipline is demonstrated through the use of social media.* *Integrity is demonstrated through the students' reflection of their online profile.*

Suggested Texts and Resources:	

Resources
• Upsides and Downsides of Digital Media
• PT 4.2: student handout
• PT 4.2: rubric
• Common Sense: Digital Life 102
  ○ Got Media Smarts
  ○ Perspectives on Social Media
• Common Sense: My Online Code
  ○ Judging Jeff's Profile
• Common Sense Who Are You Online?
  ○ New York Times: Avatars Slideshow
  ○ Ramon's Story - Being Real Online
• Common Sense: Oops! I Broadcast it on the Internet
  ○ Brittney's Story - Posting Something You Regret
  ○ Brittney's Story Discussion Guide
  ○ Eva's Story - When Messages Spread
  ○ Eva's Story Discussion Guide
  ○ Disconnected
	New Vocabulary for the Learning Plan
	• digital media
	• digital citizenship
	• ethics
	• online ethics
	• represent
	• persona
	• avatar
	• anonymous
	• inhibit

Learning Events and Formative Checkpoints:	
Day 1	Students will know and be able to evaluate online behavior and determine characteristics of good digital citizens.
	Formative Assessment • teacher observation of class discussion • teacher review of students' responses to the activity • teacher review of Exit Tickets
	Materials/Resources • Got Media Smarts handout • Perspectives on Social Media video

	• Upsides and downsides of digital media
Day 2	Students will know and be able to evaluate online behavior and determine characteristics of good digital citizens.
	Formative Assessment • teacher observation of class discussion • teacher review of Exit Tickets
	Materials/Resources • Judging Jeff's Profile handout
Day 3	Students will know and be able to evaluate online behavior and determine characteristics of good digital citizens.
	Formative Assessment • teacher observation of class discussion • teacher review of students' responses to activity • teacher review of Exit Tickets
	Materials/Resources • New York Times: Avatars Slideshow • Ramon's Story video
Day 4	Students will know and be able to • evaluate online behavior and determine characteristics of good digital citizens • evaluate how online behavior can help or harm transitions into postsecondary education and employment
	Formative Assessment • teacher observation of class discussion • teacher review of Exit Tickets
	Materials/Resources • Brittney's Story video • Brittney's Story discussion guide • Eva's Story video • Eva's Story discussion guide
Days 5 and 6	Students will know and be able to • evaluate online behavior and determine characteristics of good digital citizens • evaluate how online behavior can help or harm transitions into postsecondary education and employment
	Formative Assessment • teacher observation of class discussion
	Materials/Resources • PT 4.2: Disconnected • PT 4.2: rubric
Day 7	Students will know and be able to

	• identify and prioritize different software and hardware features • understand the advantages and disadvantages of key technology concepts such as open source software and cloud computing
	Formative Assessment • teacher observation of course completion
	Materials/Resources • Computer with Internet access • EVERFI Curriculum
Day 8	Students will know and be able to • identify smart phone features, applications and capabilities • recognize the dangers and consequences of using phones while driving • recognize the dangers and negative consequences of sending sexually explicit messages
	Formative Assessment • teacher observation of course completion
	Materials/Resources • Computer with Internet access • EVERFI Curriculum
Day 9	Students will know and be able to: • discuss technology's role in various professions • recognize how different life and academic paths may lead to certain opportunities
	Formative Assessment • teacher observation of course completion
	Materials/Resources • Computer with Internet access • EVERFI Curriculum

Lesson Three Learning Plan: The Price of Cyberbullying	
Synopsis Students will understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks ask students to develop authentic responses to scenarios about copyright, digital identity, cyberbullying, and data privacy.	**Essential Questions** • How can I use virtual environments to tackle issues like privacy, security, cyberbullying, digital relationships, and the viral nature of the web? • How can I apply the characteristics of an ethical digital citizen?
Assessed Career and Life Readiness Competencies:	
Understanding technology and its appropriate uses is demonstrated through the students' reflections on cyberbullying. *Respecting individual differences is demonstrated through the discussion on ways to eliminate hate speech and by practicing mediation techniques.*	

Demonstrating responsibility and self-discipline is demonstrated through the use of decision trees and reflections on how they post online about others.
Integrity is demonstrated through the discussion on ways to eliminate hate speech and by practicing mediation techniques.
Developing awareness of major national, state and local, governance issues is demonstrated through a reflection on cyberbullying.

Suggested Texts and Resources:

Resources	New Vocabulary for the Learning Plan

• Common Sense: Turn Down the Dial on Cyberbullying
  ○ Ricardo's Story: Making Fun of Others Online
  ○ Stacey's Story: When Rumors Escalate
  ○ Turn Down the Dial on Cyberbullying Handout
• Common Sense: Breaking Down Hate Speech
  ○ NBC News: Hate speech corrodes online games
• Common Sense: Private Today, Public Tomorrow
  ○ Lesson in Action: Private Today, Public Tomorrow video
  ○ College Sued Over "Drunken Pirate" Sanctions
  ○ Haters and Trolls
	• target
	• offender
	• bystander
	• upstander
	• escalate
	• de-escalate
	• hate speech
	• stereotype
	• derogatory
	• mediation

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships.
	Formative Assessment • teacher observation of class discussion • teacher review of students' responses to de-escalating online cruelty activity
	Materials/Resources • Ricardo's Story video • Stacey's Story video • Turn Down the Dial handout
Day 2	Students will know and be able to apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships.
	Formative Assessment • teacher observation of class discussion • teacher review the reflection paragraph
	Materials/Resources • NBC news article
Day 3	Students will know and be able to apply characteristics of good digital citizenship to solve issues related to privacy, cyberbullying, and online or in-person relationships.

	Formative Assessment • teacher observation of class discussion • teacher review of the Exit Tickets
	Materials/Resources • Drunken pirate article
Days 4 and 5	Students will know and be able to • take steps to create a positive digital footprint • understand the negative consequences of risky online behavior.
	Formative Assessment • teacher observation of class discussion
	Materials/Resources • PT 4.3: Haters and Trolls • PT 4.3: rubric

Lesson Four Learning Plan: Your Data, Your Privacy	
Synopsis Students will understand what it means to be a productive citizen in both a local context and on a global scale. The performance tasks ask students to develop authentic responses to scenarios about copyright, digital identity, cyberbullying, and data privacy.	**Essential Questions** • What steps can I apply to protect my personal information and prevent fraud?
Assessed Career and Life Readiness Competencies:	
Thinking critically is demonstrated through the review of internet safety tips and a reflection on social media/online activity. *Making sound decisions is demonstrated through an understanding of online scams and phishing.*	
Suggested Texts and Resources:	

Resources
• Common Sense: Safe Online Talk
  ○ Perspectives on Chatting Safely Online
  ○ Take Three handout
  ○ Online Talk: What's Safe and What's Risky
  ○ Internet Safety Tips
• Common Sense: Does It Matter Who Has Your Data?
  ○ Huffington Post: Facebook Scams You Need to Know About
	New Vocabulary for the Learning Plan
	• opportunity
	• pitfall
	• risky
	• harass
	• scam
	• identity theft
	• vulnerable
	• phishing

Lesson Four Learning Plan: Your Data, Your Privacy	
• Spotting Scams Handout	
Learning Events and Formative Checkpoints:	
Day 1	Students will know and be able to • take steps to safeguard personal online information and data • take steps to create a positive digital footprint • understand the negative consequences of risky online behavior
	Formative Assessment • teacher observation of class discussion • teacher review of exit tickets
	Materials/Resources • Perspectives video • Take Three handout • Online Talk video • Internet Safety Tips handout • Paper • Red, yellow, and green markers
Day 2	Students will know and be able to take steps to safeguard personal online information and data.
	Formative Assessment • teacher observation of class discussion • teacher review of exit tickets
	Materials/Resources • Spotting Scams handout • Huffington Post article
Days 3 and 4	Students will know and be able to take steps to safeguard personal online information and data.
	Formative Assessment • teacher observation of class discussion
	Materials/Resources • PT 4.4: Online Tracking • PT 4.4: rubric • Internet Safety Tips handout • Paper • Red, yellow, and green markers
Days 5	Students will know and be able to:

Lesson Four Learning Plan: Your Data, Your Privacy	
	• identify different types of multimedia programs and how to effectively use them for academic purposes • recognize and compare different tools for creating and sharing media • recognize and avoid piracy, copyright infringement and intellectual property violation
	Formative Assessment • teacher observation of course completion
	Materials/Resources • Computer with Internet access • EVERFI Curriculum