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.

Big Ideas:
- Ethical, effective, productive digital citizenship is imperative in modern, technology-rich environments.
- The digital citizenship unit uses instructional materials and resources from the following sources:
  - EVERFI — all instructional materials and resources from EVERFI Education are trademarks of EVERFI, Inc. © 2018.
  - Common Sense Education — all instructional materials and resources from Common Sense Education are trademarks of Common Sense Education, Inc. © 2018.

Stage 1: Desired Results

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 a virtual environment 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?
- How do I use technology to solve a problem safely and effectively?
- How can I use technology to protect the privacy of factual materials in order to develop authentic information and support a claim?
- How can I correctly cite materials and online content?
- How can I use technology to protect my personal information and prevent fraud?
- How can I evaluate online behavior and determine if resources are reliable, useful, and truthful?
- How can I create a positive digital footprint and understand the negative consequences of risky online behavior?

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;
- evaluate online information and determine if resources are reliable, useful, and truthful;
- understand and apply copyright to factual materials in order to develop authentic information and support a claim;
- apply characteristics of good digital citizens to solve issues related to privacy, security, cyberbullying, and online or in-person relationships;
- evaluate online behavior and determine if resources are reliable, useful, and truthful;
- evaluate online information and determine if resources are reliable, useful, and truthful;
- use technology to solve a problem safely and effectively;
# Unit 4: Digital Citizenship

**Goals**

**Career and Life Readiness**

- **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
    - demonstrating integrity
    - adapting and showing flexibility

- **Executive and Communication Skills**
  - **Executive Skills**
    - managing time and other resources
    - planning and showing flexibility
    - communicating effectively with others
  - **Technology Use Skills**

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**Reading Standards for Informational Text, Grade 8**

- RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text.
- RI.9-10.4: Determine a central idea of a text and analyze its development over the course of the text.

**Language Standards, Grade 8**

- 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.

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**Writing Standards, Grade 8**

- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; evaluate the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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**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 formalEnglish when indicated or appropriate.

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**Louisiana K-12 Student Standards English Language Arts**

- **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.
  - RI.9-10.4: Determine a central idea of a text and analyze its development over the course of the text.
  - RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses conventions of language to emphasize certain ideas or aspects of their purpose.

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**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.
- W.9-10.6: Develop the meaning of words and phrases as they are used in a text, analyzing荔枝 their impact on meaning and tone.

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**Speaking and Listening Standards, Grades 9-10**

- SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.9-10.6: Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.

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**Language Standards, Grades 9-10**

- L.9-10.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.9-10.6: 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.

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**Speaking and Listening Standards, Grades 9-10**

- SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.9-10.6: Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.

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**Technology Use Skills**

- Applying Information Technology Appropriately
  - in multiple formats
  - communicating effectively with others
  - managing time and other resources
  - Executive Skills
  - demonstrating responsibility and self-discipline
  - demonstrating integrity

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**University for Success**

**Achieves**

**Educator Voice**

**Fellowship**
Unit 4: Digital Citizenship

Goals:

- Suggested Timeline: 25 Days

- Identify cyberbullying and describe strategies to deal with such situations
- Describe responsible uses of technology and digital information and describe possible consequences of unacceptable use, Copyright, Plagiarism, and Online Safety

Language Standards for Technology Readiness

- Acceptable Use, Copyright, Plagiarism, and Online Safety

Louisiana Standards for Technology Readiness

- Identify cyberbullying and describe strategies to deal with such situations
- Describe responsible uses of technology and digital information and describe possible consequences of unacceptable use, Copyright, Plagiarism, and Online Safety

Financial Literacy

- Finding, evaluating, and applying financial information

Civic Engagement Skills

- Developing awareness of major national, state, and local government issues

Speaking and Listening Standards, Grades 9-10

- Participating in a variety of collaborative discussions with diverse partners
- Presenting information, findings, and supporting evidence clearly, logically, and persuasively

Language Standards, Grades 9-10

- Acquiring and using general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

Literacy Skills

- Developing awareness of major national, state, and local government issues

Problem Solving and Collaboration

- Participating in a variety of collaborative discussions with diverse partners
- Presenting information, findings, and supporting evidence clearly, logically, and persuasively

Communication

- Participating in a variety of collaborative discussions with diverse partners
- Presenting information, findings, and supporting evidence clearly, logically, and persuasively

Writing

- Participating in a variety of collaborative discussions with diverse partners
- Presenting information, findings, and supporting evidence clearly, logically, and persuasively

Listening

- Participating in a variety of collaborative discussions with diverse partners
- Presenting information, findings, and supporting evidence clearly, logically, and persuasively

Reading

- Participating in a variety of collaborative discussions with diverse partners
- Presenting information, findings, and supporting evidence clearly, logically, and persuasively
## Unit 4: Digital Citizenship

### Goals

**Suggested Timeline:** 28 Days

<table>
<thead>
<tr>
<th>Goals</th>
<th>Supports for Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use various forms of media to present information for specific purposes; cite sources; demonstrate how the use of various techniques and effects can be used to convey meaning in media.</td>
<td></td>
</tr>
</tbody>
</table>

- Develop or use teacher-developed guidelines to evaluate the content, organization, design, use of clear examples, and the use of appropriate technology tools.

- Evaluate teacher-developed internet resources in terms of their usefulness for research.

- Perform basic searches on databases.

- Use search engines and online directories to evaluate the usefulness of various search engines and evaluate Web 2.0 tools.

- Personal Information Gathering

- Explain the possible risks associated with the use of networked digital environments and sharing information.

- Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent spam, viruses, hacking, and phishing.

- Comply with the district’s acceptable use policy related to ethical use, cyberbullying, privacy, plagiarism, and other behaviors.

- Use age-appropriate technologies to communicate and exchange ideas.

- Work collaboratively online with other students under teacher supervision.

- Use content-specific technology tools.

- Use web 2.0 tools to gather and share information.

- 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 age-appropriate technologies to locate, collect, and organize content from media collection activities for specific purposes, citing sources.

- Use effective search strategies for locating and retrieving electronic information.

- Use web 2.0 to gather and share information.

- Use content-specific technology tools.

- Develop or use teacher-developed guidelines to evaluate the content, organization, design, use of clear examples, and the use of appropriate technology tools.

- Evaluate teacher-developed internet resources in terms of their usefulness for research.

- Perform basic searches on databases.

- Use search engines and online directories to evaluate the usefulness of various search engines and evaluate Web 2.0 tools.

- Personal Information Gathering

- Explain the possible risks associated with the use of networked digital environments and sharing information.

- Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent spam, viruses, hacking, and phishing.

- Comply with the district’s acceptable use policy related to ethical use, cyberbullying, privacy, plagiarism, and other behaviors.
## Goals

**Unit 4: Digital Citizenship**

**Suggested Timeline:** 28 Days

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Public Safety</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information. Include additional details and background information.</td>
</tr>
<tr>
<td>Business Management/Administration</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information.</td>
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<tr>
<td>Marketing</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information.</td>
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<tr>
<td>Publications</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information.</td>
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<tr>
<td>Arts/AV Tech/Communication</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information.</td>
</tr>
<tr>
<td>STEM</td>
<td>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. Highlight any key points of topics and make additional notes to provide background information.</td>
</tr>
</tbody>
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**Targeted career clusters will depend on the pathways offered at each school, but these may include:**

- STEM
- Arts/AV Tech/Communication
- Information Technology
- Business Management/Administration
- Marketing
- Publications
- Law and Public Safety
### Performance Task: 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 topic.

- **Formative Checkpoints**
  - **Self-education** — Students refer to success conferences at the beginning of each unit.
  - **Class Discussion** — Students actively participate in daily class discussions.
  - **Reflective Paragraph** — Students actively participate in daily class discussions.
  - **High-quality Sites Check Sheet** — Teacher reviews the check sheet and provides feedback.
  - **Strategic Search Plan** — Teacher reviews the strategic search plan and provides feedback.
  - **Exit Ticket** — Teacher reviews exit tickets to determine students’ awareness of copyright, communication, critical thinking, and creativity.
  - **Peer Observation** — Teacher observes students’ progress in increased understanding of the subject.

- **Curriculum-Embedded Performance Task(s)**

### Performance Task: 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.

- **Formative Checkpoints**
  - **Self-education** — Students refer to success conferences at the beginning of each unit.
  - **Class Discussion** — Students actively participate in daily class discussions.
  - **Reflective Paragraph** — Students actively participate in daily class discussions.
  - **High-quality Sites Check Sheet** — Teacher reviews the check sheet and provides feedback.
  - **Strategic Search Plan** — Teacher reviews the strategic search plan and provides feedback.
  - **Exit Ticket** — Teacher reviews exit tickets to determine students’ awareness of copyright, communication, critical thinking, and creativity.
  - **Peer Observation** — Teacher observes students’ progress in increased understanding of the subject.

- **Curriculum-Embedded Performance Task(s)**

### Performance Task: 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.

- **Formative Checkpoints**
  - **Self-education** — Students refer to success conferences at the beginning of each unit.
  - **Class Discussion** — Students actively participate in daily class discussions.
  - **Reflective Paragraph** — Students actively participate in daily class discussions.
  - **High-quality Sites Check Sheet** — Teacher reviews the check sheet and provides feedback.
  - **Strategic Search Plan** — Teacher reviews the strategic search plan and provides feedback.
  - **Exit Ticket** — Teacher reviews exit tickets to determine students’ awareness of copyright, communication, critical thinking, and creativity.
  - **Peer Observation** — Teacher observes students’ progress in increased understanding of the subject.

- **Curriculum-Embedded Performance Task(s)**

### Performance Task: 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**
  - **Self-education** — Students refer to success conferences at the beginning of each unit.
  - **Class Discussion** — Students actively participate in daily class discussions.
  - **Reflective Paragraph** — Students actively participate in daily class discussions.
  - **High-quality Sites Check Sheet** — Teacher reviews the check sheet and provides feedback.
  - **Strategic Search Plan** — Teacher reviews the strategic search plan and provides feedback.
  - **Exit Ticket** — Teacher reviews exit tickets to determine students’ awareness of copyright, communication, critical thinking, and creativity.
  - **Peer Observation** — Teacher observes students’ progress in increased understanding of the subject.

- **Curriculum-Embedded Performance Task(s)**

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**Unit 4: Digital Citizenship**

**Stage 2: Assessment/Evidence of and For Student Learning**

**Stage 3: Online Teaching**

**Stage 4: Formative Checkpoints**

**Stage 5: Additional Assessments (Formative Checkpoints)**

**Stage 6: Additional Assessments (Formative Checkpoints)**

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**Suggested Timeline:** 28 days
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<td>Day 5 and 6:</td>
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<td>Days 7 and 8:</td>
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**Stage 2: Learning Plan Overview**

**Lesson Overview**

**Lesson:** Navigating the Net (Includes PT 4.1)

**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 knowledge and prior experience. 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 downloading the lesson PDF. Student activity sheet, family tip sheet, and downloading the lesson PDF. 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.

**Day 3:**
- The teacher will visit Common Sense: Copyrights and Wrongs and download the lesson PDF. Student activity sheet, family tip sheet, and downloading the lesson PDF. Student activity sheet, family tip sheet, and downloading the lesson PDF. 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 downloading the lesson PDF. Student activity sheet, family tip sheet, and downloading the lesson PDF. The teacher will lead an introductory activity about collective intelligence. Students will work in groups to plan and perform an effective search and make recommendations to the class.

**Day 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.

**Day 7:**
- The teacher will introduce Performance Task #2 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.

**Day 8:**
- 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. Students may choose to watch the “see other projects” section of the website.

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**Suggested Timeline:**

Unit 4: Digital Citizenship

**Day 8:** Students will complete EVERFI Ignition Lesson 5: Creating Multimedia Products. If pacing is behind, the EVERFI lessons can be omitted.

**Day 7:** Students will complete EVERFI Ignition Lesson 4: Internet Resources and Credibility.

**Day 6:** Students will complete EVERFI Ignition Lesson 3: Internet Research and Use.

**Day 5:** Students will complete EVERFI Ignition Lesson 2: Digital Workplace.

**Day 4:** Students will complete EVERFI Ignition Lesson 1: Digital Literacy.

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**Stage 2: Learning Plan Overview**

**Lesson Overview**

**Lesson:** Navigating the Net (Includes PT 4.1)

**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 knowledge and prior experience. Students will work in groups to plan and perform an effective search and make recommendations to the class.

**Day 2:**
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**Day 3:**
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**Day 4:**
- The teacher will visit Common Sense: Collective Intelligence and download the lesson PDF. Student activity sheet, family tip sheet, and downloading the lesson PDF. Student activity sheet, family tip sheet, and downloading the lesson PDF. The teacher will lead an introductory activity about collective intelligence. Students will work in groups to plan and perform an effective search and make recommendations to the class.

**Day 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.

**Day 7:**
- The teacher will introduce Performance Task #2 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.

**Day 8:**
- 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. Students may choose to watch the “see other projects” section of the website.

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**Suggested Timeline:**

Unit 4: Digital Citizenship

**Day 8:** Students will complete EVERFI Ignition Lesson 5: Creating Multimedia Products. If pacing is behind, the EVERFI lessons can be omitted.

**Day 7:** Students will complete EVERFI Ignition Lesson 4: Internet Resources and Credibility.

**Day 6:** Students will complete EVERFI Ignition Lesson 3: Internet Research and Use.

**Day 5:** Students will complete EVERFI Ignition Lesson 2: Digital Workplace.

**Day 4:** Students will complete EVERFI Ignition Lesson 1: Digital Literacy.
Unit 4: Digital Citizenship

Lesson Two: My Digital Identity (includes PT 4.2)

**Suggested Timeline:** 28 Days

**Stage 3: Learning Plan Overview**

**Lesson Two: My Digital Identity**

**Stage 3: Learning Plan Overview**

**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. The teacher will lead a group discussion on the differences between in-person and online personalities. Students will complete a quiz on social media and use collective intelligence to generate responses.

**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 discuss 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. 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. 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 have on our relationships and self-identity. Students will work in teams to review two case scenarios. Students will 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 review the EVERFI Ignition Lesson 2: Wireless Communication and complete the 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 7: The Future of Technology and You.

**Day 9:** Students will complete **EVERFI Ignition Lesson 2: Wireless Communication** and **EVERFI Ignition Lesson 7: The Future of Technology and You.**

**Day 10:** Students will complete **EVERFI Ignition Lesson 1: Choosing a Computer.** If pacing is behind, the EVERFI lessons can be omitted.

**Conclusion:** Students will complete **EVERFI Ignition Lesson 7: The Future of Technology and You.**
Stage 3: Learning Plan Overview

Lesson Three: 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, Spanish, and French. The teacher will lead a class 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 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 privacy. Students will work in teams to review case scenarios.

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, watch the introductory video, and discuss the differences among teasing, harassing, cyberbullying, and trolling online. Student teams will develop an independent project that ties together the ideas presented in the activity and writes a reflection paragraph on how social media and internet safety can help to protect their identities and prevent financial scams.

Lesson Four: 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, Spanish, and French. Students will work in teams to review case scenarios and 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 review case scenarios and 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 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.
Unit 4: Digital Citizenship

Suggested Timeline: 26 Days

### Synopsis

#### Day 1: Navigating the Net

**Understanding the Net and the Impact of Online Content and Information**
- Students will learn about the use and impact of online content.
- Conduct responsible and safe online searches.
- Students will know and be able to:
  - Evaluate the use and/or truth of online content and information.
  - Conduct responsible and safe online searches.

**Learning Events and Formative Checkpoints**

<table>
<thead>
<tr>
<th>Event</th>
<th>Formative Checkpoints</th>
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</thead>
<tbody>
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**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
- 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

**New Vocabulary for the Learning Plan**
- Efficient
- Effective
- Strategy
- Trustworthy
- Publish
- Criteria
- Fair use
- Creative commons
- Public domain
- Copyright
- Commercial purposes
- Synergy
- Collective intelligence
- Local context
- Global scale
- Netiquette
- Evaluate
- Student handout

**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.
- Using technology effectively and efficiently is demonstrated by conducting a review of high-quality websites.
- Understanding technology and its appropriate uses is demonstrated by conducting an effective and efficient search.
- Conducting searches and effective searches is demonstrated by conducting a review of high-quality websites.
- Developing electronic and digital skills is demonstrated by conducting a review of high-quality websites.

**Essential Questions**
- How do I know when I can and cannot use certain information?
- How can I differentiate between high-quality online and those of lesser quality?
- How can I use technology safely and effectively?
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<th>Day</th>
<th>Students will know and be able to</th>
<th>Formative Assessment</th>
<th>Materials/Resources</th>
</tr>
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<tr>
<td>2</td>
<td>Students will know and be able to</td>
<td>Teacher observation of class discussion</td>
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<td></td>
<td>My School Activity</td>
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<td>4</td>
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<td></td>
<td>How to use digital citizenship</td>
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<td>&quot;Tests Before You Trust&quot;</td>
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<td>Student Resource</td>
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<tr>
<td>2</td>
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<td>Teacher observation of class discussion</td>
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<tr>
<td></td>
<td>Internet access (see links above for possible sites)</td>
<td>Teacher observation of class discussion</td>
<td>Teacher observation of class discussion</td>
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<td>Internet access (see links above for possible sites)</td>
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<td>Teacher observation of class discussion</td>
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</table>

### Lesson One: Learning Plan: Navigating the Net

**Unit 4: Digital Citizenship**

**Suggested Timeline:** 26 Days
### Suggested Timeline: 28 Days

#### Unit 4: Digital Citizenship

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>What does it mean to be an ethical digital citizen?</td>
<td>- Teacher observations of course completion</td>
<td>- Teacher observation of class discussion</td>
</tr>
<tr>
<td>What implications does my online identity have in helping me transition into postsecondary education and a career?</td>
<td>- Materials/Resources</td>
<td>- Materials/Resources</td>
</tr>
<tr>
<td>How should I represent myself online?</td>
<td>- Computer with Internet access</td>
<td>- Computer with Internet access</td>
</tr>
</tbody>
</table>

**Formative Assessment**

- Identify the different forms of cyber bullying and understand the personal, emotional, and legal repercussions
- Detect warning signs of cyber bullying and take a stand
- Understand how one makes online can become viral and damaging
- Identify the dangers and consequences of not protecting one's identity online
- Recognize the dangers and consequences of not protecting one's identity online
- Detect warning signs of cyber bullying and take a stand
- Understand how one makes online can become viral and damaging

**Materials/Resources**

- EVERFI Curriculum
- PT 4.2: Copyright and Fair Use
- PT 4.1: Rubric

**Teacher Observations of Course Completion**

- Students will know and be able to
- Students will understand what it means to be a productive citizen in both a local context and on a global scale.
## Unit 4: Digital Citizenship

### Suggested Timeline:
28 Days

### 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.
- Reflecting individual differences is demonstrated through the review of digital and unethical behavior.

### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Day 1</th>
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</thead>
<tbody>
<tr>
<td>Students will know and be able to evaluate online behavior and determine characteristics of good digital citizens.</td>
</tr>
<tr>
<td><strong>Learning Activities:</strong></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>Materials/Resources</strong></td>
</tr>
<tr>
<td>Teacher Review of Exit Tickets</td>
</tr>
<tr>
<td>Teacher Review of Student Responses to Activity</td>
</tr>
<tr>
<td>Teacher Observation of Class Discussion</td>
</tr>
</tbody>
</table>

### New Vocabulary for the Learning Plan
- **digital media**
- **digital citizenship**
- **ethics**
- **online ethics**
- **represent**
- **persona**
- **avatar**
- **anonymous**
- **inhibit**

### Suggested Texts and Resources:

- **Upsides and Downsides of Digital Media**
- **PT 4.2: Student Handbook**
- **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?**
- **Disconnected**
- **Evie’s Story Discussion Guide**
- **Eva’s Story – When Messages Spread**
- **Brittney’s Story – Posing Sometime You Regret**
- **New York Times: Avatars Slideshow – Being Real Online**
- **Got Media Smarts Handout**
- **Perspectives on Social Media Video**
- **Common Sense: Oops! I Broadcast it on the Internet**
- **Brittney’s Story Discussion Guide**
- **Eva’s Story Discussion Guide**

### Learning Event Checkpoints:

- **Inhibited**
- **Anonymous**
- **Persona**
- **Online Ethics**
- **Digital Citizenship**
- **New Vocabulary for the Learning Plan**

### Resources:

- **Teacher Review of Exit Tickets**
- **Teacher Review of Student Responses to Activity**
- **Teacher Observation of Class Discussion**
- **Got Media Smarts Handout**
- **Perspectives on Social Media Video**
- **Common Sense: Digital Life 102**
- **PT 4.2: Student Handbook**
- **Upsides and Downsides of Digital Media**
- **Common Sense: Oops! I Broadcast it on the Internet**
- **Brittney’s Story Discussion Guide**
- **Eva’s Story Discussion Guide**

---

**Fellows of EDvoice**

**Partner of the Department of**

**Quest for Success**
### Unit 4: Digital Citizenship

<table>
<thead>
<tr>
<th>Suggested Timeline: 28 Days</th>
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<tbody>
<tr>
<td><strong>Day 7</strong></td>
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<tr>
<td>Students will know and be able to</td>
</tr>
<tr>
<td>• Judge others’ profile pages</td>
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<tr>
<td>• PT 4.2: Disconnected</td>
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<td>• PT 4.2: Connected</td>
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<table>
<thead>
<tr>
<th>Materials/Resources</th>
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<tr>
<td>Teacher observation of class discussion</td>
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<table>
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<tr>
<th>Formative Assessment</th>
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<td>Evaluate how online behavior can help or harm transitions into postsecondary education and employment</td>
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<tr>
<th>Days 5 and 6</th>
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<thead>
<tr>
<th>Materials/Resources</th>
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<tbody>
<tr>
<td>Ramon’s Story video</td>
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<tr>
<td>New York Times: Avatars Slideshow</td>
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<th>Day 3</th>
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<td>• Judge others’ profile pages</td>
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<th>Day 2</th>
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<tr>
<td>Updates and downsides of digital media</td>
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<td>Ramon’s Story video</td>
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</table>
Unit 4: Digital Citizenship

Lesson Three Learning Plan: The Price of Cyberbullying

Synopsis

Students will understand what it means to be a productive citizen in both a local and a global context. The performance tasks ask students to develop authentic responses to scenarios about copyright, digital identity, cyberbullying, and data privacy. Students will understand how different life and academic paths may lead to certain opportunities.

Assessed Career and Life Readiness Competencies:

- Understanding technology and its appropriate use
- Respecting individual differences and fostering acceptance of cultural diversity
- Understanding ethics and the role of technology in society
- Effective communication in virtual environments
- Leadership and collaboration

Essential Questions:

- How can I use virtual environments to tackle issues like privacy, security, and cyberbullying?
- How can I apply the characteristics of an ethical digital citizen?

Materials/Resources:

- EVERFI Curriculum
- Computer with Internet access
- Formative Assessment

Day 9

Students will know and be able to:

- Discuss the dangers and consequences of sending sexually explicit messages
- Recognize the dangers and consequences of using pronouns while driving
- Identify social norms, features, applications, and capabilities

Materials/Resources:

- EVERFI Curriculum
- Computer with Internet access
- Formative Assessment

Day 8

Students will know and be able to:

- Recognize the dangers and consequences of sending sexually explicit messages
- Identify social norms, features, applications, and capabilities
- Understand the advantages and disadvantages of key technology concepts such as open source software and cloud computing

Materials/Resources:

- EVERFI Curriculum
- Computer with Internet access
- Formative Assessment

Suggested Timeline: 28 Days
## Unit 4: Digital Citizenship

**Suggested Timeline:** 28 Days

### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Events and Formative Checkpoints</th>
</tr>
</thead>
</table>
| 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.  
**Materials/Resources**  
- NBC news article  
- Teacher observation of class discussion  
- Teacher review of reflection paragraphs  
- Teacher observation of class discussion  
- Teacher review of students' responses to de-escalating online cruelty activity  
- Teacher observation of class discussion  
- Teacher review of students' responses to de-escalating online cruelty activity  
**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.  
**Materials/Resources**  
- NBC News article  
- Teacher observation of class discussion  
- Teacher review of students' responses to de-escalating online cruelty activity  
- Teacher observation of class discussion  
- Teacher review of students' responses to de-escalating online cruelty activity  
**Resources**  
- NBC News: Hate speech corrodes online games  
- NBC News: Breaking Down Stereotypes on YouTube  
- NBC News: Breaking Down Stereotypes on YouTube  
- New Vocabulary for the Learning Plan  
- Target  
- Offender  
- Bystander  
- Upstander  
- Escalate  
- De-escalate  
- De-escalate  
- Hate speech  
- Stereotype  
- Derogatory  
- Mediation |
| 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.  
**Materials/Resources**  
- Teacher observation of class discussion  
- Teacher review of students' responses to de-escalating online cruelty activity  
- Teacher observation of class discussion  
- Teacher review of students' responses to de-escalating online cruelty activity  
**Resources**  
- NBC News: Breaking Down Stereotypes on YouTube  
- NBC News: Breaking Down Stereotypes on YouTube  
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- Offender  
- Bystander  
- Upstander  
- Escalate  
- De-escalate  
- De-escalate  
- Hate speech  
- Stereotype  
- Derogatory  
- Mediation |

### Suggested Texts and Resources:

- 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  
- College Sued Over "Drunken Pirate" Sanctions  
- Lesson in Action: Private Today, Public Tomorrow video  
- NBC News: Hate speech corrodes online games  
- NBC News: Breaking Down Stereotypes on YouTube  
- NBC News: Breaking Down Stereotypes on YouTube  
- New Vocabulary for the Learning Plan  
- Target  
- Offender  
- Bystander  
- Upstander  
- Escalate  
- De-escalate  
- De-escalate  
- Hate speech  
- Stereotype  
- Derogatory  
- Mediation
## Unit 4: Digital Citizenship

### Formative Assessment
- Teacher observation of class discussion
- Teacher review of the Exit Tickets

### Materials/Resources
- Drunken pirate article
- PT 4.3: Haters and Trolls

### New Vocabulary for the Learning Plan
- opportunity
- pitfall
- risky
- harassment

### Lesson Four: Learning Plan: Your Data, Your Privacy

#### Essential Questions
- What steps can I apply to protect my personal information and prevent fraud?

#### Mini-Assessment
- Teacher observation of class discussion

#### Formative Assessment
- Online Talk: What’s Safe and What’s Risky
- PT 4.3: Haters and Trolls

#### Suggested Texts and Resources:
- Common Sense: Safe Online Talk
- Online Talk: What’s Safe and What’s Risky
- PT 4.3: Haters and Trolls
- Internet Safety Tips
- Common Sense: Does It Matter Who Has Your Data?
- Huffington Post: Facebook Scans You Need to Know About

**Resources**

- **Phishing**
- **Unwirable**
- **Identity theft**
- **Scam**
- **Harass**
- **Opportunity**
- **Pitfall**

**New Vocabulary for the Learning Plan**
- opportunity
- pitfall
- risky
- harass
- scam
- identity theft
- vulnerable
- phishing

**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.

**Performance Tasks**

- **PT 4.3: Haters and Trolls**
- **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**
## Unit 4: Digital Citizenship

### Lesson Four

#### Learning Plan: Your Data, Your Privacy

<table>
<thead>
<tr>
<th>Students will know and be able to:</th>
<th>Days 5</th>
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<tbody>
<tr>
<td>Red, yellow, and green markers</td>
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<tr>
<td>Paper</td>
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<tr>
<td>Internet Safety Tips handout</td>
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<td>PT 4: Online Tracking</td>
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<td>Materials/Resources</td>
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</table>

**Formative Assessment:**
- Teacher observation of class discussion
- Teacher review of exit tickets

<table>
<thead>
<tr>
<th>Students will know and be able to take steps to safeguard personal online information and data.</th>
<th>Days 3 and 4</th>
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</thead>
<tbody>
<tr>
<td>Perspective Post article</td>
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<tr>
<td>Spotting Scams Handout</td>
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</tbody>
</table>

**Formative Assessment:**
- Teacher review of exit tickets
- Teacher observation of class discussion

<table>
<thead>
<tr>
<th>Students will know and be able to take steps to safeguard personal online information and data.</th>
<th>Day 2</th>
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<tbody>
<tr>
<td>Red, yellow, and green markers</td>
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<td>Paper</td>
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<td>Internet Safety Tips handout</td>
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<td>Online Talk Video</td>
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<td>Take Three Handout</td>
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<td>Perspectives Video</td>
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<td>Materials/Resources</td>
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</table>

**Formative Assessment:**
- Teacher review of exit tickets
- Teacher observation of class discussion

<table>
<thead>
<tr>
<th>Students will know and be able to:</th>
<th>Days 1</th>
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<tbody>
<tr>
<td>Understand the negative consequences of risky online behavior</td>
<td></td>
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<tr>
<td>Take steps to create a positive digital footprint</td>
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<tr>
<td>Take steps to safeguard personal online information and data</td>
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</tr>
</tbody>
</table>

**Learning Events and Formative Checkpoints:**
- Spotting Scams Handout
Lesson Four Learning Plan: Your Data, Your Privacy

Unit 4: Digital Citizenship

Suggested Timeline: 28 days

Unit 4: Digital Citizenship

Lesson Four Learning Plan: Your Data, Your Privacy

EVEIS Curriculum

Materials/Resources

Teacher observation of course completion

Formative Assessment

- Recognize and avoid piracy, copyright infringement and intellectual property violation
- Recognize and compare different tools for creating and sharing media
- Identify different types of multimedia programs and how to effectively use them for academic purposes

Lesson Four Learning Plan: Your Data, Your Privacy

EVEIS Curriculum

Materials/Resources

Teacher observation of course completion

Formative Assessment

- Recognize and avoid piracy, copyright infringement and intellectual property violation
- Recognize and compare different tools for creating and sharing media
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Lesson Four Learning Plan: Your Data, Your Privacy

EVEIS Curriculum

Materials/Resources

Teacher observation of course completion

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- Recognize and avoid piracy, copyright infringement and intellectual property violation
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