# Unit 4: Digital Citizenship

Suggested Timeline: 23 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:

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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 | |
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| **Career and Life Readiness Competencies**<br>*Applied Knowledge*<br>• Critical Thinking Skills<br>  ○ thinking critically<br>  ○ thinking creatively<br>  ○ making sound decisions<br>  ○ solving problems<br>  ○ reasoning<br>  ○ planning<br>  ○ organizing<br>• Career-Related Technical Skills<br>  ○ building background knowledge<br>  ○ understanding key concepts about an occupation or career pathway<br>*Relational Skills and Personal Attributes*<br>• Interpersonal Skills<br>  ○ working well with others<br>  ○ respecting individual differences<br>• Personal Qualities<br>  ○ demonstrating responsibility and self-discipline<br>  ○ adapting and showing flexibility<br>  ○ demonstrating integrity<br>*Executive and Communication Skills*<br>• Executive Skills<br>  ○ managing time and other resources effectively<br>  ○ communicating effectively with others in multiple formats<br>  ○ applying information technology appropriately and effectively<br>• Technology Use Skills | **Louisiana K-12 Student Standards English Language Arts**<br>*Reading Standards for Informational Text, Grade 8*<br>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.<br>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.<br>*Writing Standards, Grade 8*<br>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.<br>*Speaking and Listening Standards, Grade 8*<br>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.<br>SL.8.6 Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.<br>*Language Standards, Grade 8*<br>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>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.<br>*Reading Standards for Informational Text, Grades 9-10*<br>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.<br>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.<br>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.<br>*Writing Standards, Grades 9-10*<br>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| ○ understanding technology and its appropriate uses<br>○ using technology efficiently and effectively<br>• Information Use<br>○ locating information<br>○ using information<br>○ communicating information<br>○ evaluating technology<br>*Financial Literacy*<br>• finding, evaluating, and applying financial information<br>*Civic Engagement Skills*<br>• 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.<br>W.9-10.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.<br>*Speaking and Listening Standards, Grades 9-10*<br>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.<br>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.<br>SL.9-10.6 Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.<br>*Language Standards, Grades 9-10*<br>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.<br><br>**Louisiana Standards for Technology Readiness**<br>*Acceptable Use, Copyright, Plagiarism, and Online Safety*<br>• explain responsible uses of technology and digital information and describe possible consequences of inappropriate use<br>• 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<br>• identify and explain the strategies for the safe and efficient use of computers<br>• demonstrate safe email practices, recognition of the potential public exposure of email, and appropriate email etiquette<br>• identify cyberbullying and describe strategies to deal with such a situation<br>• recognize and describe the potential risks and dangers associated with various forms of online communications |

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

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| • 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.<br>• Provide additional support for vocabulary<br>  ○ Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.<br>  ○ Write these words and phrases on the board and have students write them in their notebooks or on index cards.<br>  ○ Use visuals, acting, translation or synonyms to relay the meaning of the word to the students.<br>  ○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.<br>• Send out video links early and provide students with time to ask questions and retell the key points to the teacher.<br>• Provide project templates and set aside time for students to ask clarifying questions.<br>• Model directions and use gestures to support student understanding.<br>• Use checklist for modifying lesson plans.<br>• 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:*<br>• STEM<br>• Information Technology<br>• Arts/AV Tech/Communication<br>• Publications<br>• Marketing<br>• Business Management/Administration<br>• Law and Public Safety |

## Stage 2: Assessment/Evidence of and for Student Learning

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

**Performance Task 1: Navigating the Net**

- Students will develop and practice safe Internet searches, evaluate high-quality websites, apply copyright and citations, and develop an understanding of collective intelligence.
- Students will work in teams to write a script for a mini vlog and practice identifying and citing primary and secondary sources.
- Students will individually develop a reflection paragraph on how the ability to research and apply copyright will help them complete academic and technical coursework.

**Performance Task 2: My Digital Identity**

- Students will evaluate the role of social media in their lives, determine ethical and unethical online behavior, assess the similarities and differences between their in-person and online personalities, and evaluate the positive and negative consequences of online behavior.
- Students will work in teams to investigate a select social media platform, analyze the platform's passive and/or active information sharing features, determine the benefits and drawbacks of sharing on the platform, and what impact sharing on the platform has on their digital footprint.
- Students will individually develop a reflection paragraph on how the development of both in-person and online personalities will help them achieve their personal and career goals.

**Performance Task 3: The Price of Cyberbullying**

- Students will identify and address cyberbullying, identify and prevent hate speech, and develop logic models to help inform their social media activity.
- Students will work in teams to develop a solution to a social media problem scenario and present their solution as a skit.
- Students will individually develop a reflection paragraph on how their online activity and behavior will help or hurt them as they apply to

**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

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| postsecondary education and pursue competitive employment.<br><br>**Performance Task 4: Your Data, Your Privacy**<br>● Students will evaluate online communication and social media activity and safeguard against identity theft and online scams.<br>● Students will work in pairs to create phishing examples and present them to the class.<br>● Students will individually develop a reflection paragraph on how social media and Internet safety can help to protect their identify and prevent scams. | |

| **Stage 3: Learning Plan Overview** | |
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| **Lessons** | **Lessons Overview** |
| **Lesson One: Navigating the Net** (Includes PT 4.1)<br><br>**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.<br><br>**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.<br><br>**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.<br><br>**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.<br><br>**Day 5:** The teacher will introduce Performance Task 4.1 and the Performance Task Rubric. Students will individually navigate to the EVERFI website. Students will work to complete Ignition *NEW* Lesson 5: Rights and Literacy. (If pacing is behind and students have access to technology at home, this lesson could be assigned as homework). |

| Stage 3: Learning Plan Overview | |
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| | **Day 6:** The teacher will visit EVERFI and download the Ignition *NEW * Lesson Plan 5: Rights and Literacy and print the student handouts. The teacher will lead a group discussion about curated content and freedom of expression and introduce the mini vlog activity. Students will work in groups to write a script for a mini vlog and practice citing sources.<br><br>**Day 7:** Students will individually navigate to the EVERFI website. Students will work to complete EVERFI Ignition *NEW* Lesson 6: Evaluating Content. (If pacing is behind and students have access to technology at home, this lesson could be assigned as homework).<br><br>**Day 8:** The teacher will visit EVERFI and download the Ignition *NEW * Lesson Plan 6: Evaluating Content and print the student handouts. The teacher will lead a group discussion about primary and secondary sources and introduce the activity. Students will work in pairs to research a topic of their choice and practice identifying primary and secondary sources. |
| **Lesson Two: My Digital Identity**<br>(Includes PT 4.2)<br><br>**6 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<br><br>**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.<br><br>**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.<br><br>**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.<br><br>*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.*<br><br>**Day 5:** Students will individually navigate to the EVERFI website. Students will work to complete EVERFI Ignition *NEW* Lesson 2: Safety and Privacy. (If pacing is behind and students have access to technology at home, this lesson could be assigned as homework). |

| Stage 3: Learning Plan Overview | |
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| | **Day 6:** The teacher will visit EVERFI and download the Ignition *NEW * Lesson Plan 2: Safety and Privacy and print the student handouts. The teacher will lead a group discussion about digital footprints and introduce the activity. Students will work in teams to investigate a select social media platform. |
| **Lesson Three: The Price of Cyberbullying** (Includes PT 4.3)<br><br>**5 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.<br><br>**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.<br><br>**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.<br><br>**Day 4:** Students will individually navigate to the EVERFI website. Students will work to complete EVERFI Ignition *NEW* Lesson 1: Connections and Community. (If pacing is behind and students have access to technology at home, this lesson could be assigned as homework).<br><br>**Day 5:** The teacher will visit EVERFI and download the Ignition *NEW * Lesson Plan 1: Connections and Community and print the student handouts. The teacher will lead a group discussion about issues that arise from social media usage and introduce the activity. Students will work in teams to develop a solution to a social media problem and present their solution as a skit. |
| **Lesson Four: Your Data, Your Privacy** (Includes PT 4.4)<br><br>**4 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.<br><br>**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.<br><br>**Day 3:** Students will individually navigate to the EVERFI website. Students will work to complete EVERFI Ignition *NEW* Lesson 4: Technology and Data. (If pacing is behind and students have access to technology at home, this lesson could be assigned as homework).<br><br>**Day 4:** The teacher will visit EVERFI and download the Ignition *NEW * Lesson Plan 4: Technology and Data and print the student handout. The |

| Stage 3: Learning Plan Overview | |
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| | teacher will lead a group discussion about phishing and introduce the activity. Students will work in pairs to create phishing examples and present their examples to the class. |

| Lesson One Learning Plan: Navigating the Net | |
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| **Synopsis**<br>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**<br>• How can I use technology safely and effectively?<br>• How can I differentiate between high-quality online and those of lesser quality?<br>• 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.*<br>*Using technology efficiently and effectively is demonstrated by developing a strategic search plan.*<br>*Locating information is demonstrated by conducting a strategic search.*<br>*Using information appropriately is demonstrated by using the correct citations.*<br>*Communicating information is demonstrated through the use of a collective intelligence wiki.* | |
| **Suggested Texts and Resources:** | |
| Resources<br>• PT 4.1: student handout<br>• PT 4.1: rubric<br>• Common Sense: Strategic Searching<br>• Common Sense: Identifying High-Quality Sites<br>  ○ Huffington Post: Fake Hurricane Sandy Photos Spread on Internet...<br>  ○ Test Before You Trust<br>  ○ Wikipedia: Year-round school in the United States<br>  ○ Year-Round School Commits to Students from Middle School to Last Day of College<br>• Common Sense: Copyrights and Wrongs<br>  ○ Copyright and Fair Use Animation<br>  ○ Common Sense: Mad Men<br>• EVERFI Ignition *NEW* Lesson 5: Rights and Literacy student handout<br>• EVERFI Ignition *NEW* Lesson 6: Evaluating Content student handout | New Vocabulary for the Learning Plan<br>• efficient<br>• effective<br>• strategy<br>• trustworthy<br>• publish<br>• evaluate<br>• criteria<br>• fair use<br>• commercial purposes<br>• copyright<br>• creative commons<br>• public domain<br>• synergy<br>• collective intelligence<br>• wiki |

| Lesson One Learning Plan: Navigating the Net | |
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| **Learning Events and Formative Checkpoints:** | |
| **Day 1** | Students will know and be able to<br>• conduct responsible and safe online searches<br>• evaluate the use and/or truth of online content and information |
| | Formative Assessment<br>• teacher observation of class discussion<br>• teacher review of student responses to the KWL chart<br>• teacher review of the strategic search plan and provide feedback |
| | Materials/Resources<br>• computer access (one per student)<br>• Internet access (see links above for possible sites) |
| **Day 2** | Students will know and be able to<br>• conduct responsible and safe online searches<br>• evaluate the use and/or truth of online content and information |
| | Formative Assessment<br>• teacher observation of class discussion<br>• teacher review of student check sheet for identifying high-quality sites |
| | Materials/Resources:<br>• Huffington Post article<br>• "Test Before you Trust" Student Resource |
| **Day 3** | Students will know and be able to<br>• understand copyright<br>• use factual materials to develop authentic information and support a claim |
| | Formative Assessment<br>• teacher observation of class discussion<br>• teacher review of student check sheet for identifying high-quality sites |
| | Materials/Resources<br>• Copyright video<br>• Mad Men activity |
| **Day 4** | Students will know and be able to<br>• use technology to solve a problem safely and effectively<br>• grow their digital citizenship |
| | Formative Assessment |

| Lesson One Learning Plan: Navigating the Net | |
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| | • teacher observation of class discussion |
| | Materials/Resources<br>• My School activity |
| **Day 5** | Students will know and be able to<br>• demonstrate an understanding of copyright |
| | Formative Assessment<br>• teacher observation of lesson completion |
| | Materials/Resources<br>• PT 4.1: Navigating the Net<br>• PT 4.1: rubric<br>• Computer with Internet access<br>• EVERFI curriculum |
| **Day 6** | Students will know and be able to<br>• demonstrate an understanding of copyright<br>• correctly cite materials and online content |
| | Formative Assessment<br>• teacher observation of class discussion<br>• teacher review of vlog scripts |
| | Materials/Resources<br>• EVERFI Ignition *NEW* Lesson 5: Rights and Literacy student handout<br>• computer with Internet access |
| **Day 7** | Students will know and be able to<br>• understand how to evaluate online content |
| | Formative Assessment<br>• teacher observation of lesson completion |
| | Materials/Resources<br>• computer with Internet access<br>• EVERFI curriculum |
| **Day 8** | Students will know and be able to<br>• understand how to evaluate online content<br>• identify primary and secondary sources |
| | Formative Assessment |

| Lesson One Learning Plan: Navigating the Net | |
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| | • teacher observation of class discussion<br>• teacher review of student research |
| | Materials/Resources<br>• EVERFI Ignition *NEW* Lesson 6: Evaluating Content<br>• computer with Internet access |

| Lesson Two Learning Plan: My Digital Identity | |
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| **Synopsis**<br>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 learn about their digital footprints and investigate a social media platform. | **Essential Questions**<br>• How should I represent myself online?<br>• What implications does my online identity have in helping me transition into postsecondary education and a career?<br>• 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.*<br>*Responsibility and self-discipline is demonstrated through the use of social media.*<br>*Integrity is demonstrated through the students' reflection of their online profile.* | |
| **Suggested Texts and Resources:** | |
| Resources<br>• Upsides and Downsides of Digital Media<br>• PT 4.2: student handout<br>• PT 4.2: rubric<br>• Common Sense: Digital Life 102<br>  ○ Got Media Smarts<br>  ○ Perspectives on Social Media<br>• Common Sense: My Online Code<br>  ○ Judging Jeff's Profile<br>• Common Sense Who Are You Online?<br>  ○ New York Times: Avatars Slideshow<br>  ○ Ramon's Story - Being Real Online<br>• Common Sense: Oops! I Broadcast it on the Internet<br>  ○ Brittney's Story - Posting Something You Regret | New Vocabulary for the Learning Plan<br>• digital media<br>• digital citizenship<br>• ethics<br>• online ethics<br>• represent<br>• persona<br>• avatar<br>• anonymous<br>• inhibit |

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| ○ Brittney's Story Discussion Guide<br>○ Eva's Story - When Messages Spread<br>○ Eva's Story Discussion Guide<br>• EVERFI Ignition *NEW* Lesson 2: Safety and Privacy student handout | |

| **Learning Events and Formative Checkpoints:** | |
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| **Day 1** | Students will know and be able to evaluate online behavior and determine characteristics of good digital citizens. |
| | Formative Assessment<br>• teacher observation of class discussion<br>• teacher review of students' responses to the activity<br>• teacher review of Exit Tickets |
| | Materials/Resources<br>• Got Media Smarts handout<br>• Perspectives on Social Media video<br>• 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<br>• teacher observation of class discussion<br>• teacher review of Exit Tickets |
| | Materials/Resources<br>• 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<br>• teacher observation of class discussion<br>• teacher review of students' responses to activity<br>• teacher review of Exit Tickets |
| | Materials/Resources<br>• New York Times: Avatars Slideshow<br>• Ramon's Story video |
| **Day 4** | Students will know and be able to<br>• evaluate online behavior and determine characteristics of good digital citizens<br>• evaluate how online behavior can help or harm transitions into postsecondary education and employment |
| | Formative Assessment<br>• teacher observation of class discussion<br>• teacher review of Exit Tickets |

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| | Materials/Resources<br>• Brittney's Story video<br>• Brittney's Story discussion guide<br>• Eva's Story video<br>• Eva's Story discussion guide |
| **Day 5** | Students will know and be able to<br>• understand their digital footprint<br>• identify steps to protect personal information online |
| | Formative Assessment<br>• teacher observation of lesson completion |
| | Materials/Resources<br>• PT 4.2: My Digital Identity<br>• PT 4.2 rubric<br>• computer with Internet access<br>• EVERFI curriculum |
| **Day 6** | Students will know and be able to:<br>• understand their digital footprint<br>• identify steps to protect personal information online |
| | Formative Assessment<br>• teacher observation of class discussion and review of student handouts |
| | Materials/Resources<br>• EVERFI Ignition *NEW* Lesson 2: Safety and Privacy |

| **Lesson Three Learning Plan: The Price of Cyberbullying** | |
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| **Synopsis**<br>Students will understand what it means to be a productive citizen in both a local context and on a global scale. The performance task asks students to develop a solution to a social media problem and present their solution as a skit. | **Essential Questions**<br>• How can I use virtual environments to tackle issues like privacy, security, cyberbullying, digital relationships, and the viral nature of the web?<br>• 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.*<br>*Respecting individual differences is demonstrated through the discussion on ways to eliminate hate speech and by practicing mediation techniques.*<br>*Demonstrating responsibility and self-discipline is demonstrated through the use of decision trees and reflections on how they post online about others.*<br>*Integrity is demonstrated through the discussion on ways to eliminate hate speech and by practicing mediation techniques.*<br>*Developing awareness of major national, state and local, governance issues is demonstrated through a reflection on cyberbullying.* | |

| Suggested Texts and Resources: | |
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| Resources<br>• Common Sense: Turn Down the Dial on Cyberbullying<br>  ○ Ricardo's Story: Making Fun of Others Online<br>  ○ Stacey's Story: When Rumors Escalate<br>  ○ Turn Down the Dial on Cyberbullying Handout<br>• Common Sense: Breaking Down Hate Speech<br>  ○ NBC News: Hate speech corrodes online games<br>• Common Sense: Private Today, Public Tomorrow<br>  ○ Lesson in Action: Private Today, Public Tomorrow video<br>  ○ College Sued Over "Drunken Pirate" Sanctions<br>• EVERFI Ignition *NEW* Lesson 1: Connections and Community student handout | New Vocabulary for the Learning Plan<br>• target<br>• offender<br>• bystander<br>• upstander<br>• escalate<br>• de-escalate<br>• hate speech<br>• stereotype<br>• derogatory<br>• mediation |

| Learning Events and Formative Checkpoints: | |
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| **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<br>• teacher observation of class discussion<br>• teacher review of students' responses to de-escalating online cruelty activity |
| | Materials/Resources<br>• Ricardo's Story video<br>• Stacey's Story video<br>• 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<br>• teacher observation of class discussion<br>• teacher review the reflection paragraph |
| | Materials/Resources<br>• 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<br>• teacher observation of class discussion |

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| | • teacher review of the Exit Tickets |
| | Materials/Resources<br>• Drunken pirate article |
| **Day 4** | Students will know and be able to<br>• understand how to positively and respectfully engage with others online |
| | Formative Assessment<br>• teacher observation of class discussion |
| | Materials/Resources<br>• PT 4.3: The Price of Cyberbullying<br>• PT 4.3: rubric<br>• computer with Internet access<br>• EVERFI curriculum |
| **Day 5** | Students will know and be able to<br>• understand how to positively and respectfully engage with others online |
| | Formative Assessment<br>• teacher observation of class discussion and skit presentations |
| | Materials/Resources<br>• EVERFI Ignition *NEW* Lesson 1: Connections and Community |

| **Lesson Four Learning Plan: Your Data, Your Privacy** | |
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| **Synopsis**<br>Students will understand what it means to be a productive citizen in both a local context and on a global scale. The performance task asks students to create phishing examples and present them to the class. | **Essential Questions**<br>• 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.*<br>*Making sound decisions is demonstrated through an understanding of online scams and phishing.* | |
| **Suggested Texts and Resources:** | |
| Resources<br>• Common Sense: Safe Online Talk<br>  ○ Perspectives on Chatting Safely Online<br>  ○ Take Three handout<br>  ○ Online Talk: What's Safe and What's Risky | New Vocabulary for the Learning Plan<br>• opportunity<br>• pitfall<br>• risky<br>• harass |

| Lesson Four Learning Plan: Your Data, Your Privacy | |
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| ○ Internet Safety Tips<br>● Common Sense: Does It Matter Who Has Your Data?<br>○ Huffington Post: Facebook Scams You Need to Know About<br>● Spotting Scams Handout<br>● EVERFI Ignition *NEW* Lesson 4: Technology and Data student handout | ● scam<br>● identity theft<br>● vulnerable<br>● phishing |

| Learning Events and Formative Checkpoints: | |
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| **Day 1** | Students will know and be able to<br>● take steps to safeguard personal online information and data<br>● take steps to create a positive digital footprint<br>● understand the negative consequences of risky online behavior |
| | Formative Assessment<br>● teacher observation of class discussion<br>● teacher review of exit tickets |
| | Materials/Resources<br>● Perspectives video<br>● Take Three handout<br>● Online Talk video<br>● Internet Safety Tips handout<br>● Paper<br>● 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<br>● teacher observation of class discussion<br>● teacher review of exit tickets |
| | Materials/Resources<br>● Spotting Scams handout<br>● Huffington Post article |
| **Day 3** | Students will know and be able to take steps to safeguard personal online information and data. |
| | Formative Assessment<br>● teacher observation of lesson completion |
| | Materials/Resources<br>● PT 4.4: Your Data, Your Privacy<br>● PT 4.4: rubric |

| Lesson Four Learning Plan: Your Data, Your Privacy | |
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| | • computer with Internet access<br>• EVERFI curriculum |
| **Day 4** | Students will know and be able to:<br>• Identify phishing messages<br>• take steps to safeguard personal online information and data |
| | Formative Assessment<br>• teacher observation of class discussion and presentation of phishing examples |
| | Materials/Resources<br>• EVERFI Ignition *NEW* Lesson 4: Technology and Data<br>• poster paper<br>• computer with Internet access |