

**Unit Title:** Digital Citizenship

**Grade Level:** 4

**Subject Area:** Digital Citizenship

**Duration/Length/Number of class periods:** 5 class periods

**Description:**

Students will receive 30-40 minutes of classroom instructions.

**Established Goals (National, State, Local):**

4.3.3.2 Create and share work using self-selected digital tools and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of the footprints.

5.4.2.3.2 Identify issues involving copying and originality in art making.

4L.4.2.1.2 Obtain information from various media sources...

4.1.6.2 Identify time period publication of text and assess the importance of timeliness of information, related task and purpose.

4.1.9.1 Collect information from a variety of sources

I can learn the "What? When? How Much?" framework for describing media choices.

I can use this framework and their emotional responses to evaluate how healthy different types of media choices are.

I can begin to develop my own definition of a healthy media balance.

I can identify the reasons why people share information about themselves online.

I can explain the difference between private and personal information.

I can explain why it is risky to share private information online.

I can define "social interaction" and give an example.

I can describe the positives and negatives of social interaction in online games.

I can create an online video game cover that includes guidelines for positive social interaction.

I can reflect on the characteristics that make someone an upstanding digital citizen.

I can recognize what cyberbullying is.

I can show ways to be an upstander by creating a digital citizenship superhero comic strip.

I can define "copyright" and explain how it applies to creative work.

I can describe their rights and responsibilities as creators.

I can apply copyright principles to real-life scenarios.

**What Enduring Understandings are desired?**

Learning good digital citizenship skills will guide students to appropriate behaviors online.

**What Essential Questions will be considered?**

What makes a healthy media choice?

What information about you is OK to share online?

How can I be positive and have fun while playing online games, and help others do the same?

How can we be upstanders when we see cyberbullying?

What rights and responsibilities do you have as a creator?

What does a good digital citizenship look like?

What are the strategies can we use to help us to become a good digital citizenship?

What decisions does a good citizen make?

What is it important to be a good digital citizen?

How can a person become a good digital citizen?

**Students will know / be able to:**

\*make healthy media choices.

\*identify information about him/her that is OK to share online.

\*can be upstanders when there's cyberbullying.

\*be positive and have fun while playing online games, and help others do the same.

\*identify rights and responsibilities as a creator.

| Description                                                                                                                                                                                                                                                                                                                                                                          | <u>Formative</u> | <u>Summative</u> | Introductory Activity | Learning Activity | Student Technology Used | Teacher Technology Used | <u>ISTE Standards</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|-----------------------|-------------------|-------------------------|-------------------------|-----------------------|
| <b>Day 1: INTRODUCTION OF DIGITAL CITIZENSHIP</b><br>"My Media Choices"<br><a href="https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices">https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</a><br><br>NOTE: One week prior to this lesson, give students the <a href="#">My Media Choices Choices Student Handbook</a> | X                |                  | X                     |                   | X                       | X                       | 2a                    |

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| <p><b>1. Introduction: formative assessment</b><br/>           *ask students “What is digital citizenship?” and wait for students’ responses.<br/>           *define the words “digital” and “citizenship”</p> <p><b>2. Warm Up: How Media Can Make Us Feel</b><br/> <a href="#">See Lesson Link</a></p> <p><b>3. Explore: My Media Choices</b><br/> <a href="#">See Lesson Link</a><br/>           *DEFINE THE NEW WORDS: media · media balance · media choices</p> <p><b>4. Evaluate: Media Balance Reflection</b><br/> <a href="#">See Lesson Link</a></p> <p><b>5. Wrap-up: What is media balance?</b><br/> <a href="#">See Lesson Link</a></p>                                                         |  |   |   |   |   |   |              |
| <p>Day 2: “What information about you is OK to share online?”</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/lesson/private-and-personal-information">https://www.commonsense.org/education/digital-citizenship/lesson/private-and-personal-information</a></p> <p><b>1. Warm Up: Stand-Up, Sit-Down</b><br/> <a href="#">See Lesson Link</a></p> <p><b>2. Analyze: Why do people share?</b><br/> <a href="#">See Lesson Link</a><br/>           *DEFINE THE NEW WORDS: media · media balance · media choices</p> <p><b>3. Analyze: Private or Personal?</b><br/> <a href="#">See Lesson Link</a></p> <p><b>4. Wrap-up: Exit Ticket</b><br/> <a href="#">See Lesson Link</a></p> |  | X | X | X | X | X | 2b<br><br>2d |
| <p>Day 3: “Keeping Games Fun and Friendly”</p> <p><a href="https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly">https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly</a></p> <p><b>1. Wrap-up: Pair-Share</b><br/> <a href="#">See Lesson Link</a></p>                                                                                                                                                                                                                                                                                                                                                               |  |   | X | X | X | X | 2c           |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|----|
| <p>2. Analyze: Online Gaming Video<br/><a href="#">See Lesson Link</a></p> <p>3. Apply: Video Game Cover Project<br/><a href="#">See Lesson Link</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |   |    |
| <p>Day 4: “Be a Super Digital Citizen”<br/><a href="https://www.commonsense.org/education/digital-citizenship/lesson/be-a-super-digital-citizen">https://www.commonsense.org/education/digital-citizenship/lesson/be-a-super-digital-citizen</a></p> <p>1. Warm-Up: Secret Superhero<br/><a href="#">See Lesson Link</a></p> <p>2. Learn: Be an Upstander<br/><a href="#">See Lesson Link</a></p> <p>3. Create: Your Digital Citizen Superhero<br/><a href="#">See Lesson Link</a></p> <p>4. Wrap-Up: Save the Day! Comic Strip<br/><a href="#">See Lesson Link</a></p>                                     |   | X | X | X | X | X | 2b |
| <p>Day 5: WRAP-UP “DIGITAL CITIZENSHIP” “A Creator’s Rights and Responsibilities”<br/><a href="https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities">https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</a></p> <p>1. Wrap-Up: We are all creators<br/><a href="#">See Lesson Link</a></p> <p>2. Define: What’s copyright?<br/><a href="#">See Lesson Link</a></p> <p>3. Apply: May I?<br/><a href="#">See Lesson Link</a></p> <p>4. Wrap-Up: Ok or No Way!<br/><a href="#">See Lesson Link</a></p> | X | X | X | X | X | X | 2c |

**Materials, tools and resources:**

See links in each lesson.

<https://www.commonsense.org/education/digital-citizenship/curriculum?grades=4>

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**Additional credit given to:** <https://www.commonsense.org/education/digital-citizenship/curriculum?grades=4>