



40 Years of Inspiring, Educating, Connecting.

Technology Integration Workshop 2016

Unit Title: Digital Citizenship

Grade Level: 4-5

Subject Area: *Technology*

Duration/Length/Number of class periods: *Throughout school year.*

Description: The unit will focus on Digital Citizenship with specific focus on:

Safety and Security

Rights and Responsibilities

Research and Information Literacy

Established Goals (National, State, Local): <http://www.iste.org/standards/standards/for-students-2016>

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2a--Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b--Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c--Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d--Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

What Enduring Understandings are desired?

Safety and Security:

Digital citizens make wise decisions regarding online safety and security.

Rights and Responsibilities:

Digital citizens understand the need to be responsible and respectful in the online world.

Digital citizens communicate with real people using various digital tools.

Digital citizens understand that their digital identity will follow them throughout your life.

Research and Information Literacy:

Media literacy is an integral skill to digital citizenship, critical thinking, informed decision-making and active participation in our society.

Digital citizens can perform online searches efficiently.
Digital citizens evaluate the quality of websites for specific tasks.

What Essential Questions will be considered? Why? How? To what extent?

Safety and Security:

How do I stay safe when I am using digital devices?
How do I decide what to share when I am using digital devices?

Rights and Responsibilities:

How do you show respect for other's work?
How do you manage your digital footprint?
How does the audience and purpose effect digital communication?

Research and Information Literacy:

How is media literacy integral to digital citizenship?
How do I select the appropriate search tool for my task?
How do I evaluate the quality of website used for a specific task?

Students will know / be able to:

Safety and Security:

- Identify, discuss and practice appropriate and safe behaviors online.
- Explain and use strategies for safe use of the Internet.
- List, describe and compare various forms of Internet communication (email, blogging, instant messaging, chat rooms).
- Compare the Internet to a physical community, highlighting the rules and responsibilities as citizens:
Identify and describe strategies dealing with cyber-bullying.
Define and recognize cyber-bullying.
List tips for prevention of cyber-bullying.
- Define and list rules of netiquette.
- The student will compare and contrast digital interactions and face-to-face interactions.
- The student will understand that private information should not be given to anyone online without the permission of a trusted adult.
- The student will learn how to respond appropriately to online interactions.
- The student will identify strategies for creating secure passwords.

Rights and Responsibilities:

- Demonstrate proper care of equipment.
Adhere to classroom rules for responsible use of computers and other technologies.
- Respect and observe laws and guidelines for the use of intellectual property.
Understand and discuss an individual's rights of ownership to any created work and copyright policies.
- Explain the importance of giving credit to the author or creator of any created work.
Give citation credit to original sources when using or transmitting information.
Cite a print or electronic source based on the established MLA-format.
- The student will consider the outcomes of their digital interactions. (digital footprint)
- The student will understand that good digital citizens are responsible and respectful in the online world (and beyond).

- The student will generate solutions for dealing with cyberbullying.
- The student will communicate clearly and effectively using digital devices.
- The student will practice being a respectful user of digital media providing citations, putting information into their own words, and quoting authors.

Research and Information Literacy:

- Understand basic terms and concepts to describe media.
Explain basic terms such as media, mass media and media literacy.
Identify how media messages influence political, economic and social attitudes of an individual or society.
- Analyze, question, evaluate and think critically about select media and their messages.
Evaluate the effectiveness of a media message and its format and delivery.
Identify persuasive techniques in media messages.
- Critique elements of a media message intended for a given purpose.
Critique effective use of visual techniques in media messages including zoom, cuts, angles and shot selections.
Critique media message based on color, volume, pace, graphics, and other elements such as background music.
- The student will consider the quality of a search tool when choosing which search tools are right for their task.
- The student will evaluate the quality of websites and compare their findings.
- The student will identify online advertising and gain an awareness of the ways advertisements target digital users.

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo rm ati ve	Su m ma tiv e	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu dent Tec hno logy Use d	Teac her Tech nolog y Used	ISTE Stan dard s
Day 1: Introduction to the computer lab and Essential Agreements. iPad Acceptable Use Policy. Digital Citizenship assessment using Kahoot.		X		X		X	X	2a
Day 2: Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens.		X			X		X	2a, 2b
Day 3: EXPLAIN to students that some kinds of information are generally safe to share on the Internet and some are not. However, the information that's considered safe should not be shared one-on-one with people they don't already know offline.		X		X	X		X	2a, 2b, 2c, 2d
Day 4: Students evaluate examples of online messages. They decide what information is appropriate to share, and when. Students are also reminded that nothing is truly "private" or "erasable" online. Mission Students read short scenarios about online sharing and create comic strips to show alternative endings.		X		X	X	X		2a, 2b, 2c, 2d
Day 5: Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.		X	X		X		X	2a, 2b
Day 6: Students consider that they may encounter online messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.		X		X	X	X		2b
Day 7: E-volve Students make choices about what to do if they or their friends are cyberbullied. They are encouraged to "E-volve" into an Upstander — someone who takes action to stop cyberbullying, rather than			X			X		2b

standing by. Mission Students create fortune cookie messages from Upstanders to cyberbullies, targets, and bystanders.							
Day 8: Students learn strategies to increase the accuracy of their keyword searches. They compare the number and kinds of sites obtained and make inferences about the effectiveness of the strategies.	X					X	3a, 3b
Day 9: Students learn how to choose effective keywords for searching online. They practice selecting keywords that are most relevant to a search prompt. Along the way, students discover tips for narrowing their search results.		X				X	3a, 3b
Day 10: Students learn how to recognize when someone is trying to convince you to buy something or believe something. Students learn how to find out why advertisers use celebrities and models so frequently, and even manipulate images to make them look even more attractive than in real life.							
Day 10: Students will demonstrate knowledge using Common Sense Assessment and Kahoot.		X					

Materials, tools and resources

Day 1 Digital Citizenship Kahoot: <https://play.kahoot.it/#/k/58731e38-89fa-4d65-927e-2f4008181656>

Day 2: Rings of Responsibility: 3-5-unit1-ringsofresponsibility.pdf

Day 3: digitalpassport.org - twalkers, brainpop.com - digital etiquette

Day 4: Private and Personal Information: 3-5-unit1-privateandpersonalinformation.pdf

Day 5: digitalpassport.org - private, brainpop.com - information privacy, online safety

Day 6: The Power of Words: 3-5-unit1-powerofwords.pdf

Day 7: digitalpassport.org - E-volve, brainpop.com - cyberbullying,

Day 8: The Key to Keywords: 3-5-unit1-keystokeywords.pdf

Day 9: digitalpassport.org - search shark, brainpop.com - internet search, peer pressure

Day 10: Summative Assessment: <https://assessments.commonsensemedia.org/3-5/Unit1/course.php>

<https://create.kahoot.it/#quiz/28899036-c2d4-4731-9672-d973b247a017>

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

Additional credit given to