Unit 2: Digital Citizenship

Content Area: **Technology**
Course(s): **Technology**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will learn the importance of being good digital citizens and practice cyber ethics when using existing and emerging technology. Students will recognize online bullying as cyber bullying and learn strategies to protect themselves online.

Standards

TEC.5-8.8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
TEC.5-8.8.1.8.D.2	Summarize the application of fair use and creative commons.
TEC.5-8.8.1.8.D.3	Demonstrate how information may be biased on a controversial issue.

Essential Questions

What are an individual's responsibilities when using technology? What constitutes misuse and how can it best be prevented?

What does it mean to be a good digital citizen?

What are the potential dangers of using the Internet?

How can you protect your information and your well being when using the Internet?

How is cyber bullying related to other forms of bullying and how can it be prevented?

How can one protect oneself from cyber bullying?

Application of Knowledge: Students will know that...

- Cyber bullying is bullying that takes place online
- It is good practice to keep your personal information private when using the Internet
- It is good practice to protect your password when using the Internet
- It is unethical and illegal to download copyrighted material without permission
- Most schools require students to sign an Acceptable Use Policy

- There are strategies to deal with cyber bullying responsibly

Application of Skills: Students will be able to...

- Access the school's Acceptable Use Policy
- Define "intellectual property" and "public domain"
- Define phishing, identity theft, and spam
- Distinguish between what is and what is not permissible when using school computers and understand the consequences for misuse of privileges
- Explain why it is illegal to download copyrighted material without permission
- Explain why one should never agree to meet someone that one has met online
- Identify common "cyber lingo" phrases
- Identify signs of cyber bullying and list the ways to protect oneself from cyberbullies
- List five ways to stay safe on the internet
- List five ways to use social media responsibly
- List three good practices of creating a secure password and keeping it safe
- Recognize commonly used techniques that a cyber predator uses to reach young people

Assessments

Pre-assessment on Cyber Safety

Mid-unit quiz on Cyber Safety

Final test on Cyber Safety

Suggested Activities

Students will engage in a guided-learning exercise which will incorporate videos, web activities, factual stories, and Public Service Announcements. They will complete the teacher-created "Cyber Safety" assignment, which includes:

- Reading the GBMS "Acceptable Use Policy" and listing responsibilities as they pertain to computer usage while at school and the consequences for abuse of the computer privileges
- Distinguishing between what is free and what is copyrighted on the Internet
- Naming the obvious and less obvious things that should never be posted on the Internet
- Discussing why it is important to think before you post online
- Identifying strategies and lingo used by cyber predators
- Learning strategies for using the internet safely
- Learning how to identify cyber bullying
- Describing ways to protect oneself from cyber bullies
- Studying real-life stories about cases of cyber bullying
- Defining the following terms: phising, identity theft, spam, intellectual property, copyright, public

domain, social media networks, blog, instant messaging, chat room, cyber-predator, cyber bullying, cyber ethics, digital citizenship

Students will collaborate with other students to create role-playing scenarios about a cyber bullying situation.

Play "Digital Passport" game from Common Sense Media (appropriate for students in 3-5th grade).

Play "Webonauts" game from PBSKids.org.

Activities to Differentiate Instruction

1. Students may work at their own pace/teacher-modified project expectations
2. Advanced students may use computer skills to enhance their completed projects
3. Students who complete the daily assignment and are up-to-date on all projects may choose from one of the following activities:

- Practice math and ELA skills using recommended online educational websites provided by the teacher
- Play activities and games on the teacher's website at www.quia.com
- Practice Keyboarding exercises
- SmartBoard challenges

Integrated/Cross-Disciplinary Instruction

WORK.5-8.9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
WORK.5-8.9.1.8.B.1	Use multiple points of view to create alternative solutions.
WORK.5-8.9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
WORK.5-8.9.1.8.D.1	Employ appropriate conflict resolution strategies.

Resources

Computer, classroom projection system, SmartBoard

Keyboarding software

Google Drive and Docs

Teacher-prepared "Cyber Safety" assignment, slides, tests

Teacher previewed videos

Digital Passport game: https://www.digitalpassport.org/educator-registration

PBS Kids Webonauts game: http://pbskids.org/webonauts/

Lessons and resources from
CommonSenseMedia.org: https://www.commonsensemedia.org/educators/curriculum