Unit 2 Digital Citizenship

Content Area: **Technology**
Course(s): **Computer Applications 2 Gr. 8**
Time Period: **NovDec**
Length: **45 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Computer Applications 2, Grade 8

Digital Citizenship

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher, Jacqueline Pagano

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

Unit 2 Digital Citizenship, 45 sessions. In this unit students will be able to explain and summarize:

- The importance of the Acceptable Use Policy
- Exhibit appropriate online behavior
- Exhibit Legal and ethical behaviors
- Describe and practice safe Internet usage
- The effects of Cyberbullying

Students will also use an online platform to evaluate the importance of Digital Citizenship and recommend different ways to implement them into their everyday lives.

Enduring Understanding

It is essential students be exposed to the proper use of Technology so they may develop the skills necessary to excel in both their academic and long-term careers. To do so students will interact with online platforms where they will investigate Digital Responsibility.

Essential Questions

- What are safe and appropriate internet usage procedures?
- What are steps to responding to online communication that makes you feel uncomfortable?
- Why should you respect copyright law and other people's rights while online
- Why should you keep your identity private?
- What is cyberbullying? What are the effects and consequences?

Exit Skills

By the end of Unit 2 Digital Citizenship, Grade 8 Computer Applications 2 students will be able to:

- Make safe and ethical decisions when using the Internet.
- Explain and justify the ethical, cultural and societal issues related to technology.
- Practice responsible use of technology systems, information and software.
- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.
- Develop use of digital tools and media-rich resources to enhance creativity and the construction of knowledge.
- Model appropriate online behaviors related to Cyber Safety, Cyber Bullying, Cyber Security and Cyber Ethics.
- Effectively use Digital Tools to assist in gathering and managing information.

New Jersey Student Learning Standards (NJSLS-S)

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.

TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
TECH.8.2.8.B.CS2	The effects of technology on the environment.

Interdisciplinary Connections

LA.RI.8	Reading Informational Text
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

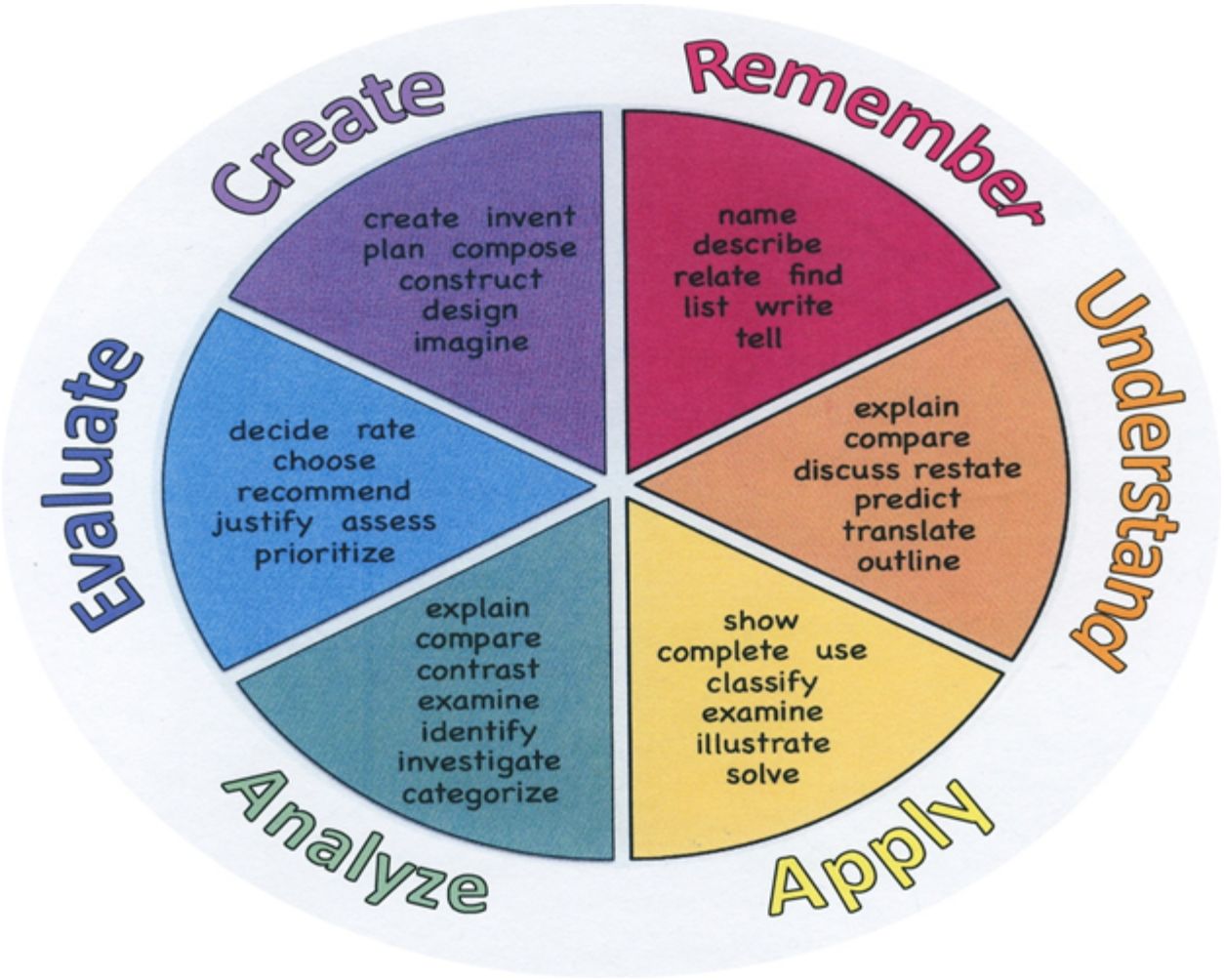
Learning Objectives

By the completion of Unit 2, Digital Citizenship, students wil be able to:

- Exhibit understanding of the importance of the Acceptable Use Policy
- Exhibit appropriate online behavior
- Exhibit Legal and ethical behaviors
- Describe and practice safe Internet usage
- Summarize the effects of Cyberbullying

- Make safe and ethical decisions when using the Internet.
- Explain and justify the ethical, cultural and societal issues related to technology.
- Practice responsible use of technology systems, information and software.
- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.
- Develop use of digital tools and media-rich resources to enhance creativity and the construction of knowledge.
- Model appropriate online behaviors related to Cyber Safety, Cyber Bullying, Cyber Security and Cyber Ethics.
- Effectively use Digital Tools to assist in gathering and managing information.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

The Activities and Best Practices below will allow students an understanding on how to properly use the Internet and Social Media to keep themselves and their information safe guarded. We will also address Cyberbullying Identify Cyberbullying, Responding to Online Hate Speech and Ignition.

Applied Digital Skills

https://applieddigitalskills.withgoogle.com/s/en/home

- Build Healthy Digital Habits
- Create and Safeguard Passwords
- Identify Cyberbullying
- Understand your digital footprint

Common Sense

https://www.commonsense.org/

- Digital Citizenship
- Responding to online Hate Speech
- Be Aware of what you share
- Social Media and your digital footprint

Everfi

https://platform.everfi.net/

- Ignition

Assessment Evidence - Checking for Understanding (CFU)

Discuss digital citizenship and provide examples of good and bad digital citizenship. (formative assessment)

Respond to online hate speech. (formative assessment)

Students will take a web-based assessment after each topic. (summative assessment)

Create a "how to use the Internet" guide. (summative assessment)

Explain a digital footprint in writing and provide examples. (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist-to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit Review/Test Prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Applied Digital Skills

Students will learn the proper way to safeguard their personal information.

https://applieddigitalskills.withgoogle.com/s/en/home

Common Sense Media

Students will become aware of their digital footprint and how to ensure it shows them in a positive way.

https://www.commonsensemedia.org/

Everfi

Students will learn how and when to use digital tools.

https://platform.everfi.net/

Ancillary Resources

These resources will compliment the topics in the course. Students will be able to share these resources with their families.

Belleville Acceptable Use Policy

FTC.Gov Resources

- Heads Up: Stop. Think. Connect.
- Laptop Security Tips Bookmark
- Net Cetera: Chatting with Kids About Being Online
- You Are Here Bookmark and website
- https://www.consumer.ftc.gov/sites/default/files/games/off-site/youarehere/index.html

Technology Infusion

In addition to the learning of information, students will learn how to use different learning platforms, how to take web-based assessments, and time management skills.

Applied Digital Skills

https://applieddigitalskills.withgoogle.com/s/en/home

Common Sense Media

https://www.commonsensemedia.org/

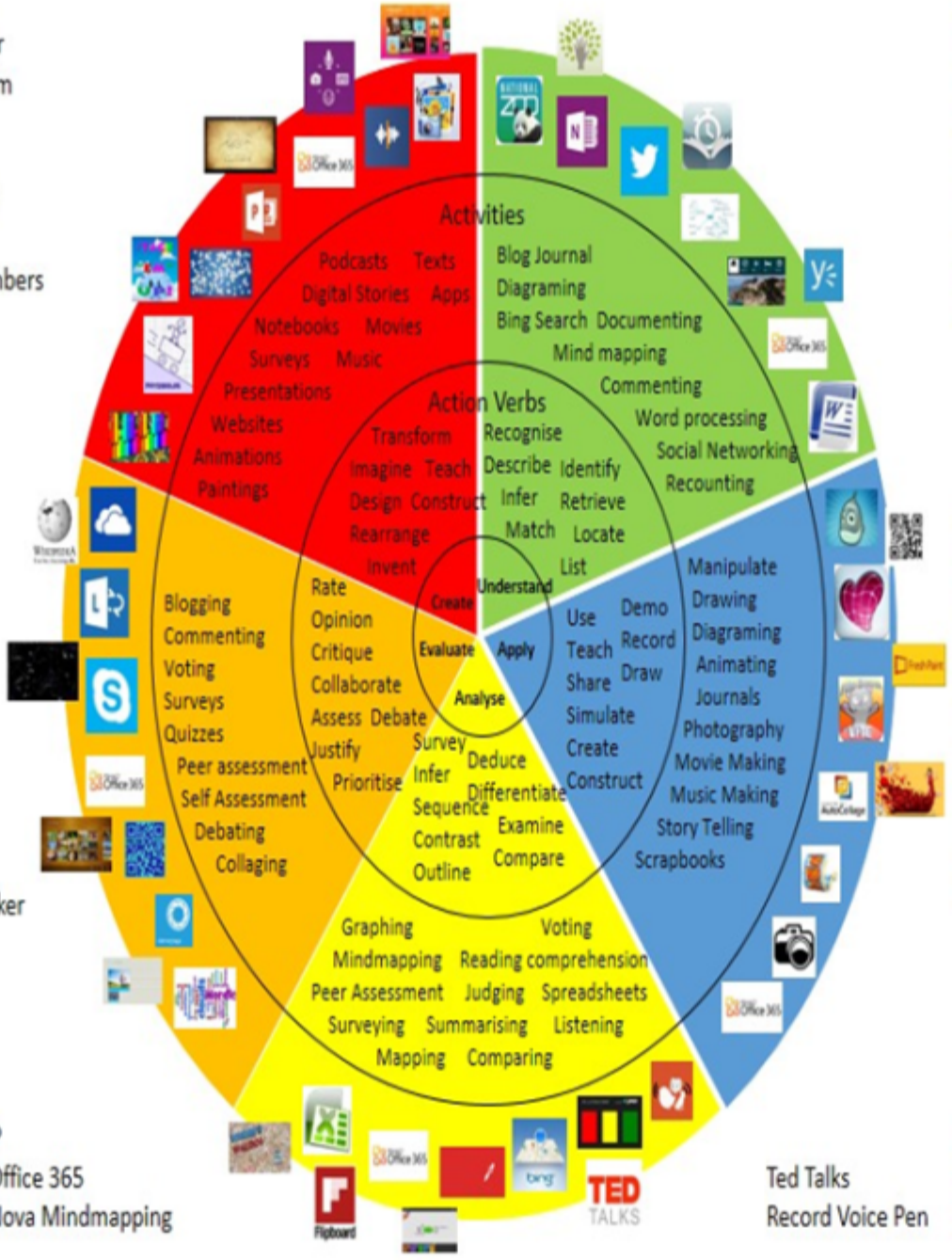
Everfi

https://platform.everfi.net/

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
TECH.8.2.8.B.CS2	The effects of technology on the environment.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

Exemplar:

- **Extra time to complete assignments-Students will be given an addition 6 days to complete assignments**
- **Student(s) work with assigned partner-Where appropriate students will be assigned a partner**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use Manipulatives
- Center-Based Instruction
- Token Economy
- Study guides
- Teacher reads assessments aloud
- Scheduled Breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview Vocabulary
- Preview Content and concepts
- Story Guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large Print edition
- Dictation to Scribe
- Small group setting

Hi-Prep Differentiations:

Exemplar:

- **Choice boards-Students will be given 2 teacher choices and a choice of their own for the final**

project within the unit.

- Alternative formative and summative assessments
- Choice boards
- Games and Tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning Contracts
- Leveled rubrics
- Literature Circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/Centers
- Tiered activities/assignments
- Tiered Products
- Varying organizers for instructions

Lo-Prep Differentiations

Exemplar:

- **Mini workshops to re-teach or extend skills-Weekly before/after school workshops will be offered and students will be invited**

  - Choice of books or activities
  - Cubing activities
  - Exploration by interest
  - Flexible grouping
  - Goal setting with students
  - Jigsaw
  - Mini workshops to re-teach or extend skills
  - Open-ended activities
  - Think, pair, share
  - Reading Buddies
  - Varied Journal Prompts
  - Varied supplemental materials

Special Education Learning (IEP's & 504's)

Exemplar:

Provide modifications as dictated in the students IEP/504 plan-varies by student

Teacher initiated weekly assignment sheet-all assignments with due dates will be located in Google Classroom. Students will be given additional time on assignments. Time will be based on the assignment.

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts and vocabulary
- Printed copy of board work/notes provided
- Provide modifications as dictated in the student's IEP/504 plan
- Reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Exemplar:

Decreasing the amount of work presented or required. Students will be required to start each assignment, but will not have to complete all assignments. Based on per assignment basis.

Tutoring by peers. Students will be partnered with another student to assist with note taking and assignments.

- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using vdeos, illustrations, pictures, and drawings to explain or clarify

At Risk

Exemplar:

Reducing the number of answer choices on a multiple choice test.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Exemplar:

Allow students to work at a faster pace. Add an enrichment activity, such as a slide presentation, discussing the Digital Citizenship, when the required work is completed.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Digital Citizenship

NJSLS: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. TECH.8.1.8.A.CS2 Select and use applications effectively and productively. TECH.8.1.8.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. TECH.8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Interdisciplinary Connection: With the 1:1 initiative in place, this unit will connect to all classes.

Statement of Objective: SWBAT

-
    - Apply the problem solving process to approach a variety of problems pertaining to Cyber Bullying.
    - Assess how well-defined a problem is and use strategies to define the problem of Cyber

Bullying more precisely

Learning Activity: Applied Digital Skills-Creating a Responsible Blog

21st Century Themes and Skills: See Attached

Differentiation: Assist students who need it and peer assistance.

Integration of Technology: Use of computers in class.