Unit 2: Digital Citizenship

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **8 sessions**
Status: **Published**

Brief Summary of Unit

In this unit, students will learn what it means to be a digital citizen, and will understand the importance of acting responsibly while using online resources and participating in online activities.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.1	Recognize one's feelings and thoughts
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
1.3	Recognize one's personal traits, strengths, and limitations
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
5.1	Establish and maintain healthy relationships
	Digital identities must be managed in order to create a positive digital footprint.
5.2	Utilize positive communication and social skills to interact effectively with others
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5.3	Identify ways to resist inappropriate social pressure
	Digital tools have positively and negatively changed the way people interact socially.
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
	Digital engagement can improve the planning and delivery of climate change actions.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.1	Formulating questions about a personal interest or a curricular topic.
V	Explore: Discover and innovate in a growth mindset developed through experience and reflection.
V.A	Learners develop and satisfy personal curiosity by:
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.2	Reflecting and questioning assumptions and possible misconceptions
V.C	Learners engage with the learning community by:
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II	Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
II.B	Learners adjust their awareness of the global learning community by:
II.B.1	Interacting with learners who reflect a range of perspectives.
II.B.3	Representing diverse perspectives during learning activities.
II.C	Learners exhibit empathy with and tolerance for diverse ideas by:
II.C.1	Engaging in informed conversation and active debate.
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.
TECH.8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

Essential Questions/Enduring Understandings

Students will keep considering….

- That using online resources requires responsibility
- That it is important to maintain privacy when using online resources
- That it is important to be safe when using online resources
- Ways to protect themselves while online
- That websites are intended for different audiences
- That it is important to respect other people's work

- How can I be a good digital citizen?
- How can I maintain my privacy and protect myself while using online resources?
- How can I respect for other people's work?

- How can I respect the rights and opinions of others online?
- How do I know which websites are the right ones for me?
- What are my online responsibilities?
- Why is important to use appropriate language online?
- Why is it important to recognize and respect copyright and intellectual property?
- How can I navigate the digital world safely and responsibly?

Students Will Know/Students Will Be Skilled At

- The school rules for using the computer and Internet.
- Use websites that are appropriate for their age/grade level.
- Demonstrate proper care of computer equipment.
- Follow classroom rules for responsible use of computers and other technologies.
- How to evaluate websites to find the appropriate one.
- How to maintain their privacy while online and the importance of safe passwords.
- How to respect other people's work and give credit when using other people's work.
- Recognize that the media specialist is ready to help find the answers to questions and help use technologies and online resources.
- Understand how to search safely online by selecting suitable keywords.
- Understand that they should never give out private information on the internet.
- What information is personal vs. private, and how to share information online safely.
- What it means to be a responsible digital citizen.
- What the difference is between appropriate and inappropriate language online.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark: Digital Badging using Common Sense Media's Digital Passport. Students will demonstrate their ability to be responsible digital citizens through the completion of CSM Digital Passport Share Jumper and Evolv, and through the completion of the FBI Safe Online Surfing Course.
- Formative: Apply their chosen keywords to find the information they are looking for on the internet.
- Formative: Follow computer rules and guidelines.
- Formative: Select appropriate digital resources and use responsibly.

- Formative: Visit websites safely.
- Identify appropriate language vs. inappropriate language online
- Summative: Cite basic information about a source.
- Summative: Evaluate a website to see if it is a reliable.
- Summative: Rate and evaluate an internet website.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community.

With assistance, second grade students will practice responsible, legal, safe, and ethical uses of information resources and technology. Suggested activities are listed below for this unit:

- **Rings of Responsibility** (Common Sense Media Unit)
- E.Q. - How do digital citizens take responsibility for themselves, their communities, and their world?

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. Teaching digital citizenship is all about helping kids think beyond themselves and recognize the ripple effects of their actions. Personal responsibility is important, but understanding their responsibilities to others can help kids unlock new ways to learn and connect with their communities -- and even change those communities for the better.

- **Private and Personal Information** (Common Sense Media Unit)
- E.Q. - What information about you is OK to share online?

Students visit sites that request information about their identity and learn to to protect themselves and their families from identity theft. Students learn to think critically about the user information that some websites request or require. They will learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online. It's in our students' nature to share and connect with others. But sharing online comes with some risks. How can we help kids build strong, positive, and safe relationships online? Help your students learn the difference between what's personal and what's best left private.

- **The Power of Words** (Common Sense Media Unit)
- E.Q. - What should you do when someone uses mean or hurtful language on the internet?

As kids grow, they'll naturally start to communicate more online. But some of what they see could make them feel hurt, sad, angry, or even fearful. Help your students build empathy for others and learn strategies to use when confronted with cyber bullying. Students will learn about the possibility of encountering mean and hurtful online messages from other kids. They will explore ways to handle cyber bullying and how to respond to inappropriate language online. Students will discuss how they use technology for communication, empathize with children who are cyber bullied on a kids' game website,

and explore both the similarities and differences between in-person versus online communication. Students will also brainstorm ways to respond to cyber bullying.

Alternate Lessons:

- **This is Me** (Common Sense Media Unit)
- E.Q. - How does what I post online affect my identity?

  From selfies to social media, many of us create unique online identities for ourselves, and our students are no different. But do kids always understand how others might perceive what they post? Help your students think critically about the online identities they're creating.

- **Is Seeing Believing?** (Common Sense Media Unit)
- E.Q. - Why do people alter digital photos and videos?

  The web is full of photos, and even videos, that are digitally altered. And it's often hard to tell the difference between what's real and what's fake. Help your students ask critical questions about why someone might alter a photo or video in the first place.

- Demonstrate how to access age appropriate pre-selected online resources.
- Discuss how we can use manners to have appropriate and polite conversations online.
- Discuss personal information and private information so that students understand that personal information is relatable hobbies, interests, etc. that many people can have vs. private information identifies an individual specifically such as full names, address, date of birth, etc. that is information individuals must protect and share only with trusted family members, and appropriate entities such as doctors offices etc.
- Discuss responsibilities students hold in their homes, classrooms, on teams, etc. and connect those responsibilities to those we have online.
- Introduce key vocabulary: community, digital citizen, responsibilitiy, personal information, private information, register, hardwired, empathy, interpret, norm.
- Model how to use appropriate language in online communications.
- Model ways to share personal information to connect and build online relationships without oversharing.
- Preview the essential questions and connect to learning throughout the unit.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Common Sense Media core materials are used by all library media specialists across district.

Additional Supplemental Resources:

- Epic! Books on Digital Citizenship (Click Here)

- Once Upon a Time Online (Video Read Aloud)
- The Technology Tail (Video Read Aloud)
- Chicken Clicking (Digital Book Google Slides)
- Rings of Responsibility (Google Slides)
- Power of Words (Google Slides)
- Private and Personal Information (Google Slides)

- Age appropriate online databases
- Age appropriate websites
- Common Sense Media Lesson Plans, Handouts, and Videos
- Computer technology (Ipads/Laptops)
- Interactive board technology
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- Visual aids

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.