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 continue to 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. In addition, digital citizenship lesson plans are created and utilized to address timely topics and prepare students to take ownership of their digital lives.

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.

LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
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).
3.4	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
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
	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
5.2	Utilize positive communication and social skills to interact effectively with others
	Digital identities must be managed in order to create a positive digital footprint.
5.3	Identify ways to resist inappropriate social pressure
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	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.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.10	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.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of

	the discussion.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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 a strong password help protect your privacy?
- How can I be a good digital citizen?
- How can I be positive and have fun while playing online games, and help others do the same?
- How can I maintain my privacy and protect myself while using online resources?
- What are my online responsibilities?
- What makes a healthy media choice?
- Why is important to use appropriate language online?
- 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 create strong passwords that include numbers, special characters, etc. to keep online accounts safe and secure.
- How to maintain their privacy while online and the importance of safe passwords.
- 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 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 Password Protect where they must build a strong password and Twalkers were they make media choices while multitasking.
- Formative: Follow computer rules and guidelines.

- Formative: Practice creating strong passowords.
- Formative: Select appropriate digital resources and use responsibly.
- Formative: Visit websites safely.
- Summative: Articulate general "good" media rules/choices to follow.
- Summative: Evaluate a password for it's strengths/weaknesses.

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

- **Good Digital Citizen Introduction** (Common Sense Media Unit)
- E.Q. - How can we be upstanders when we see cyberbullying?

Online tools are empowering for kids, and they also come with big responsibilities. But do kids always know what to do when they encounter cyberbullying? Show your students appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need.

- **Media Choices** (Common Sense Media Unit)
- E.Q. - What makes a healthy media choice?

We all make choices every day about the media we consume and create. But do kids understand what makes a media choice healthy or not? Hint: It's about more than just screen time. Use the activities in this lesson to give kids a framework for making informed media choices.

- **Talking Safely Online** (Google Slides)
- E.Q. - What is the difference between internet friends and in-person friends?

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.

- **Creating Strong Passwords** (Common Sense Media Unit)
- E.Q. - How can a strong password help protect your privacy?

Stronger, more secure online passwords are a good idea for everyone. But how can we help kids create better passwords and actually remember them? Use the tips in this lesson to help kids make passwords that are both secure and memorable.

Alternate Lesson:

- **A Creator's Rights and Responsibilities** (Common Sense Media Unit)
- E.Q. - What rights and responsibilities do you have as a creator?

It's common for kids to use images they find online, for school projects or just for fun. But kids don't often understand which images are OK to use and which ones aren't. Help your students learn about the rights and responsibilities they have when it comes to the images they create and use.

- 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, media, media balance, choices, griefing, online video game, social interaction
- 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)
- Good Digital Citizen Intro. (Google Slides)

- Media Choices (Google Slides)
- Talking Safely Online (Google Slides)
- Creating Strong Passwords (Google Slides)
- Keeping Games Fun & Friendly (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.