# 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 review 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, students will learn about digital friendships, review personal and private information, and discuss cyberbullying.

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.

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| 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 |
| 9.4.5.CT.3 | Describe how digital tools and technology may be used to solve problems. |
| 3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |

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| 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 |
| LA.RL.5.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| 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.5.1 | Quote accurately from 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. |
| 9.4.5.DC.5 | Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. |
| LA.RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 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 |
| 9.4.5.DC.6 | Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). |
| 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.5.9 | Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| LA.RI.5.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.RF.5.4.A | Read grade-level text with purpose and understanding. |
| LA.W.5.10 | 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.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| LA.SL.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| LA.SL.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| LA.SL.5.6 | Adapt speech to a variety of contexts and tasks, using 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
- Communication online is different than communication in real life
- Digital friendships and real world friendships differ greatly
- How to be an upstanding digital citizen
- What cyberbullying is and how to handle cyberbullying situations

- 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 the rights and opinions of others online?
- How do I keep digital friendships safe?
- What are my online responsibilities?
- What does media balance mean for me?
- What is cyberbullying and what can we do to stop it?
- 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 communicate respectfully and safely online.
- How to evaluate websites to find the appropriate one.
- How to maintain their privacy while online.
- Recognize that the media specialist is ready to help find the answers to questions and help use technologies and online resources.
- Understand how to navigate online friendships.
- Understand that they should never give out private information on the internet.
- Understand what cyberbullying is, how to prevent and deal with cyberbullying situations.
- 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 Google's Interland where students demonstrate their cummulative knowledge of digital citizenship by navigating their way through 4 digital worlds, King Kingdom, Mindful Mountain, Reality River, and Tower of Treasure.
- Formative: Identify appropriate language vs. inappropriate language online
- Formative: Follow computer rules and guidelines.
- Formative: Select appropriate digital resources and use responsibly.
- Formative: Visit websites, apps, and online games safely.
- Summative: Cite basic information about a source.
- Summative: Evaluate websites/apps for communication styles.
- Summative: Identify cyberbullying situations and offer solutions/suggestions for managing them.

## 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:

- **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.

- **Digital Friendships** (Common Sense Media Unit)
- E.Q. - How do you keep online friendships safe?

Kids make friends everywhere they go -- including online. But are all of these friendships the same? How can kids start online friendships and also learn ways to stay safe? Help your students understand both the benefits and the risks of online-only friendships.

- **Our Online Tracks** (Common Sense Media Unit)
- E.Q. - How does our online activity affect the digital footprints of ourselves and others?

Your digital footprint can affect your online reputation for a long time. But kids don't always realize that digital footprints aren't just a personal matter. Show your students how they can contribute to a positive digital reputation, both for themselves and for others.

- **Is It Cyberbullying?** (Common Sense Media Unit)
- E.Q. - What is cyberbullying and what can you do to stop it?

Let's face it: Some online spaces can be full of negative, rude, or downright mean behavior. But what counts as cyberbullying? Help your students learn what is -- and what isn't -- cyberbullying, and give them the tools they'll need to combat the problem.

Alternate Lessons:

- **Reading News Online** (Common Sense Media Unit)
- E.Q. - What are the important parts of an online news article?

Kids find and read news in lots of different ways. But studies show they're not very good at interpreting what they see. How can we help them get better? Teaching your students about the structure of online news articles is an important place to start.

- **You Won't Believe This!** (Common Sense Media Unit)
- E.Q. - What is clickbait and how can you avoid it?

The internet is full of catchy headlines and outrageous images, all to make us curious and get our attention. But kids don't usually realize: What you click on isn't always what you get. Show your students the best ways to avoid clickbait online.

- 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, responsabilitiy, personal information, private information, register, hardwired, empathy, interpret, norm, risk/benefit, bullying, cyber bullying, bystander, upstander
- 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)
- Nerdy Bird (Digital Book Google Slides)
- #Goldilocks:A Cautionary Tail (Digital Book Google Slides)
- Digital Citizenship Intro/Review (Google Slides)
- Private and Personal Information (Google Slides)
- Digital Friendships (Google Slides)
- Our Online Tracks (Google Slides)
- Is it Cyberbullying? (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.