

Unit 04: Giving Credit for Work

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 Sessions**
Status: **Published**

Brief Summary of Unit

With assistance, students will practice responsible, legal, safe, and ethical uses of information resources and technology. Digital citizenship teaches students that there are rights and responsibilities associated with the ethical use of information and using technology.

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: June 2021

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.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.1	Interacting with content presented by others.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D.3	Reflecting on their own place within the global learning community.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
VI	Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Essential Questions

Questions to Review:

What responsibilities do we have when we use information and technology?

Why is it important to follow rules for responsible use of computers and other technologies?

How do you go places safely on the computer?

Why do we give credit to the author or creator of any created work?

- How can you give credit to your own creative work?
- How can you use the alphabet to find things online?
- How does digital citizenship allow students to become responsible, legal and ethical users of information resources, computers and other technologies?
- What aspects of media literacy must students be aware of in order to develop lifelong skills integral to digital citizenship, critical thinking, informed decision-making and active participation in our society?
- What makes a website the right site for me?
- What social and cultural issues relating to media and technology do students need to understand in order to practice online safety?

Students Will Know/Students Will Be Skilled At

- Basic terms and concepts to describe computers and media.
- Becoming a responsible user of chromebooks, tablets, iPads, other technologies.
- Classroom rules for responsible use of computers and other technologies.
- Directory sites with alphabetical listing to help them find information on the Internet.
- Evaluating a website and identify features that they like and those they do not like.
- Practicing appropriate and safe behaviors while online.
- Practicing using title, name, and date for crediting their creative work.
- Proper care of computer equipment.

- Recognizing that the media specialist is ready to help find the answers to questions and help to use technology resources.
- Recognizing the importance of citing a source when they use someone's work.
- Recognizing what authors and illustrators do (ownership of work).
- The appropriate and safe behaviors online.
- The basics-title, name, and date- for crediting creative work.
- The importance of citing a source when they use someone's work.
- The importance of giving credit to the author or creator of any created work.
- Using a directory site, such as online dictionary, with alphabetical listing to help them find information on the Internet.
- Using pre-selected online resources responsibly, with assistance.

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). Follow up diagnostic assessments are used to target skill remediation. 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.

- Formative: Follow computer rules and guidelines.
- Formative: Identify an author and illustrator as a creator of a work.
- Formative: With assistance, select appropriate digital resources and use those resources responsibly.
- Summative: Create a product and identify themselves as the creator using basic information-title, name, and date.
- Summative: Model how to cite basic information about a source.
- Summative: Model how to rate an internet website.
- Summative: Model how to visit websites safely.

Learning Plan

Media Specialist 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. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books and go to makerspace centers.

With assistance, students will practice responsible, legal, safe, and ethical uses of information resources and technology. Digital citizenship teaches students that there are rights and responsibilities associated with the ethical use of information and using technology. Suggested activities are listed below for this unit:

- Going Places Safely: How do you go places safely online? ([Common Sense Media](#))

The power of the internet allows students to experience and visit places they might not be able to see in person. But, just like traveling in the real world, it's important to be safe when traveling online. On this virtual field trip, kids can practice staying safe on online adventures.

- How Technology Makes You Feel: Why is it important to listen to your feelings when using technology? ([Common Sense Media](#))

This foundational digital citizenship lesson challenges kids to pay attention to their feelings while using tech. With an engaging emoji game, students learn practical strategies for managing their feelings -- good, bad, and everything in between.

- Sites I Like: How do you stay safe when visiting a website or app? ([Common Sense Media](#))

Staying safe online is a lot like staying safe in the real world. Using a fun traffic light activity, students learn how to identify "just right" content, giving them the green light to learn, play, and explore the internet safely.

- My Creative Work: How can you give credit to your own creative work? (Common Sense Media)

Have students to make a drawing or a story and teach how to give credit for their creative work. (Title of work, Name of author, and Date of completion)

Discuss the importance of citing work.

Additional Supplemental Lessons:

- Demonstrate how you can travel to different faraway places on a computer by taking the class on a virtual field trip to the [San Diego Zoo](#).
- Pause & Think Online: How can we be safe, responsible, and respectful online? ([Common Sense Media](#))

From our head down to our toes, and our feet up to our nose, the Digital Citizens teach students how to be safe, responsible, and respectful online.

Sample website is Enchanted Learning <http://enchantedlearning.com/coloring/> Animals A-Z.

- Color with Leo <http://www.colorwithleo.com/>
 - Clifford the Big Red Dog <http://pbskids.org/clifford/index-brd-alt.html>
 - Mo Willems website <http://www.mowillems.com/>
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- Demonstrate how to access age appropriate pre-selected online resources.
 - Introduce key vocabulary: Internet, online, website, safe, caution, right, credit, original, publish, dictionary, search (verb), subject, link, rate.
 - Model how to cite basic information about a source.
 - Model how to rate an internet website.
 - Model how to select an appropriate website or resource to satisfy a specific informational need.
 - Preview the essential questions and connect to learning throughout the unit.
 - Refer to library and computer rules displayed in LMC.

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.

Suggested Supplemental Materials:

Going Places Safely ([Google Slides](#))

How Technology Makes Me Feel ([Google Slides](#))

Site I Like ([Google Slides](#))

My Creative Work ([Google Slides](#))

When Charlie McButton Lost Power ([Video Read Aloud](#)) ([Digital Book](#))

If You Give a Mouse an iPhone ([Video Read Aloud](#))

Clicker the Cat ([Virtual Read Aloud](#))

San Diego Zoo ([Virtual Field Trip](#))

- Age appropriate online databases
- Age appropriate websites
- Common Sense Media Lesson Plans, Handouts, and Videos
- Computer technology (Ipads/Chromebooks/tablets)
- Interactive board technology
- Presentation software

- Quality LMC collection of print and nonprint relevant resources
- Virtual Field Trip Sites that you can visit
 - o The San Diego Zoo (<http://kids.sandiegozoo.org/>) This website includes galleries of animal photographs, slideshows, and live “animal cams” of the residents of the San Diego Zoo in San Diego, California.
 - o Destination Modern Art (<https://www.moma.org/interactives/destination/>) This interactive, kid-directed site from New York’s Museum of modern Art takes children on a virtual tour of the museum, its artwork, and the artists.
- 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.