Unit 1 Digital Citizenship

Content Area: **Technology**
Course(s): **Digital Citizenship 7**
Time Period: **Quarterly**
Length: **1X per week**
Status: **Published**

Essential Questions

- What are an individual's responsibilities for using technology?
- What constitutes misuse of technology and how can it best be prevented?
- How should I handle inappropriate online talk that makes me feel uncomfortable?
- What is a digital footprint, and what does mine convey?
- What is identity theft and how can I protect myself from it?
- What rights do you have as a creator?
- When does inappropriate online behavior cross the line to Cyberbullying?
- What can you do about Cyberbullying?
- When can you trust what you find on the Internet?

Big Ideas

- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
- Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.
- Digital technology and data can be leveraged by communities to address effects of climate change
- Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features.
- The information sent and received across networks can be protected from unauthorized access and modification in a variety of ways. The evolution of malware leads to understanding the key security measures and best practices needed to proactively address the threat to digital data.

Cross-Curricular Integration

English Language Arts

- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

- RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and

topics.

- RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- W.7.10. 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.

Comprehensive Health and Physical Education

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Career Readiness, Life Literacies and Key Skills Integration

Performance Expectations

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g. within online games) versus keeping information private and secure
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys
- 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities)

Practices

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Diversity

Objective:

Students will develop essential career readiness skills by researching a specific job of their choice.

Activity:

Students will create a professionally formatted resume and cover letter.

Enduring Understandings

- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

Activities and Assessments

- Internet Safety: Common Sense Education Unit 2: Safe Online Talk: https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8
- Digital Footprint & Reputation: Common Sense Education Unit 3: Trillion Dollar Footprint: https://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8
- Privacy & Security: Common Sense Education Unit 1: Scams & Schemes: https://www.commonsensemedia.org/educators/lesson/scams-and-schemes-6-8
- Self-image & Identity: Common Sense Education Unit 2: My Media: https://www.commonsensemedia.org/educators/lesson/my-media-6-8
- Relationships & Communication: Common Sense Education Unit 3: The Reality of Digital Drama: https://www.commonsensemedia.org/educators/lesson/the-reality-of-digital-drama-6-8
- Information Literacy: Common Sense Education Unit 1: A Creator's Rights: https://www.commonsensemedia.org/educators/lesson/creators-rights-6-8
- Information Literacy: Common Sense Education Unit 3: Identifying High-Quality Sites: https://www.commonsensemedia.org/educators/lesson/identifying-high-quality-sites-6-8
- Cyberbullying: Common Sense Education Unit 3: Cyberbullying: Crossing the Line: https://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8
- Creative Credit & Copyright: Common Sense Education Unit 2: A Creator's Responsibilities: https://www.commonsensemedia.org/educators/lesson/creator's-responsibilities-6-8], https://www.commonsensemedia.org/educators/scope-and-sequenc
- BrainPOP- online sources
- BrainPOP- information privacy

Climate Change

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

- Activity: Students may be able to analyze computational models of climate change, understand their role in making predictions, and propose refinements to improve these models. Students can be assessed by creating a poster presentation that (1) Explains how a specific climate change model works. (2) Identifies the key variables used in the model. (3) Describes a prediction made by the model. (4) Proposes one refinement to improve the model's accuracy (5) Justifies their proposed refinement based on current climate data or research

Additional Resources

- A Cyber Privacy Parable: https://ny.pbslearningmedia.org/resource/nvcy-sci-parable/a-cyber-privacy-parable/
- Cyber Security 101: https://ny.pbslearningmedia.org/resource/nvcy-sci-cyber101/cybersecurity-101/
- Cyber Codes and Data Encryption: https://ny.pbslearningmedia.org/resource/nvcy-sci-cybercodes/cyber-codes/
- Video: What's in Your Digital Footprint?: https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-digital-footprints (available in Spanish) **(Diversity, Equity, and Inclusion)**
- Is Facial Recognition Invading Your Privacy?: https://ny.pbslearningmedia.org/resource/facial-

recognition-software-kqed/is-facial-recognition-invading-your-privacy-above-the-noise/

- Fact Checking the Web | Common Sense Education: https://ny.pbslearningmedia.org/resource/nmlit17-ela-factcheckpros/fact-checking-the-web-common-sense-education/
- Is It Real? Using Reverse Image Search | Common Sense Education: https://ny.pbslearningmedia.org/resource/nmlit17-ela-howtoreverse/is-it-real-using-reverse-image-search-common-sense-education/
- Lesson Plan: Identifying High Quality Sites: https://static.pbslearningmedia.org/media/media_files/33c5f7f1-59b8-4c93-a5a3-8219764ee9fc/df0b6871-0f2a-4c53-a7bc-bae8916806d8.pdf
- Amplifying Student Voices across the Community | Empowering Young Media Consumers and Creators: https://ny.pbslearningmedia.org/resource/amplifying-student-voices-across-the-community/video-empowering-young-media-consumers-and-creators-virtual-professional-learning-series-vpls/
- Building a Better Mousetrap and Inventing the Airplane: All About Patents | STEM in 30: https://ny.pbslearningmedia.org/resource/all-about-patents-video/stem-in-30/
- DeFord Bailey's Rise and the 1941 Copyright Conflict: https://ny.pbslearningmedia.org/resource/deford-bailey-rise-copyright-conflict-gallery/ken-burns-country-music/ **(Amistad Law)**
- Copyright & Fair Use | Student Reporting Labs: https://ny.pbslearningmedia.org/resource/copyright-and-fair-use-document/srl-curriculum/