

Citizenship in the Digital Age

Sample Lesson Plans for Grades 1-12



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Digital Citizenship Guide Overview

Our students spend a significant amount of time in the online environment every day for both personal and academic reasons, and it is the responsibility of our schools to ensure that students are prepared to participate effectively and ethically. We want our students to navigate safely and ethically in the digital world to prepare them for job opportunities and success in the global economy.

School librarians are most attuned to the need for students to receive formal instruction in the ethical and responsible use of information and social networking tools; the addition of the following lesson plans and resources will build on what we already do to deliver robust instruction and assessment in digital citizenship to students. The Digital Citizenship grant was supported by Federal Library Services and Technology Act funds, awarded to the New York State Library by the Federal Institute of Museum and Library Services.

The overall goals of the Digital Citizenship grant program were to:

- develop Digital Citizenship lessons from grades 1 to 12 in the areas of responsibility and safety;
- enable library personnel to integrate the teaching of digital citizenship skills into the learning experiences of every student and;
- empower our students to participate ethically and responsibly in the digital world.

The Office of Library Services selected the following sample lessons from grant participants because of their adaptability range. We edited them with the following criteria in mind:

- alignment of the essential understanding with learning objectives;
- inclusion of **one** Common Core Standard (or part of one indicated in bold) the lesson addresses;
- inclusion of one to two corresponding IFC standards and assessments (if applicable);
- inclusion of applicable IFC assessments;
- clarity of mini-lesson and overall approach of instruction;
- alignment of guided practice with the independent practice and
- clear assessment measures of student learning.

At each grade level, these lessons address specific responsibilities, from plagiarism and multiple point of view consideration under the responsibility strand, to digital footprints and avoiding phishing scams under the safety strand. These lessons should be used as a starting point for the implementation of Digital Citizenship in all schools. They are not model lessons, because no lesson can be a model without the customization for teaching style, differentiation, resource selection, time, student characteristics, etc. Created by New York City school librarians, for use by school librarians and teachers, the lessons gathered here offer beginning guidance to all those in the field addressing the needs of 21 century students.

Digital Citizenship Guide

GRADE	RESPONSIBILITY	ASSESSMENT	SAFETY	ASSESSMENT
1	Respecting yourself and others	T-chart Organizer	Only talk to people you know	IFC 1.4: Using Facts to Answer Questions
2	Respecting your own privacy	IFC 2.5: Prior Knowledge And New Understandings	Cybersafety (real friends vs. digital friends)	Digital Friends v. Real Friends Chart T-chart Organizer
3	Respecting the privacy of others	Exit Cards/Notes	Safe Searching	Class Discussion/Notes
4	Digital communication tools and netiquette	Checklist BrainPop Graphic Organizer	Safe navigation and keeping your computer safe	<i>SafeKids Online Quiz</i>
5	Intellectual property and Plagiarism	Class observations IFC 5.8: Bibliography Worksheet	Protecting your privacy	Digital Footprint Handout Password Checklist Sample Tree Map/Cause And Effect Flowchart
6	Evaluation of online information	Website Evaluation Form	Cyberbullying	Templates Eating Oneself As Cybersaint Or Cyberbully IFC 6.4: Conclusions And Supporting Evidence
7	Respecting the digital privacy of yourself and others	IFC 8.4: The Effects of Different Perspectives On Issues/Topics	Cyberbullying and responsibility for self	Discussion And Class List IFC 6.4: Conclusions And Supporting Evidence
8	E-mail etiquette	Group Handout/ Individual Handout Class Discussion/Exit Cards	Cyberbullying and responsibility to others	Class Discussion
9	Plagiarism	Plagiarism Sheet	Use of technology tools - viruses, phishing Digital footprint: creating a professional online identity	Phishing Sheet "Facebook" Worksheet

Digital Citizenship Guide

GRADE	RESPONSIBILITY	ASSESSMENT	SAFETY	ASSESSMENT
10	Intellectual Property and Fair Use	IFC 10.4: Drawing Conclusions From Looking at Multiple Perspectives	Cyber slander	Appendix A And Reflection Sheet Exit Cards/Notes
11	Multiple points of view	IFC 11.4: Viewpoints/Beliefs/ Actions	Digital footprint	IFC 11.5: Communicating Ideas To An Audience Written Responses To Questions In Independent Practice
12	Plagiarism Multiple points of view	Class Discussion Shareout/Posted Work IFC 11.4: Multiple Perspectives: Point/ Counterpoint	Digital footprint: Credit card, financial information	Internet Safety Plan

Digital Citizenship Strand Grade 1

Responsibility: Respecting Yourself

Safety: Only Talk To People You Know

- IFC Assessment 1.4: Using Facts to Answer Questions

Respecting Yourself And Others

Essential Understanding:

Respect means showing consideration towards other people, their feelings and belongings, and expecting them to behave in the same manner towards you.

Learning Outcome(s):

- Students will be able to identify and articulate respectful actions and behaviors.
- Students will understand being respectful is just as important online as it is in real life.

Common Core Standard(s):

- RI.1.1. Ask and answer questions about key details in a text.

IFC Standard(s):

- Restates/retells and asks questions about the topic, problem or question with guidance.



GRADE 1

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Read excerpts from the book, <u>Respect</u>, by Lucia Raatma or create a customized version of the ideas using www.storybird.com.</p> <p>Elicit understandings that being respectful means to be mindful of other people’s feelings, space, and belongings and to expect them to show the same mindfulness towards you.</p>	<p><u>Respect</u> by Lucia Raatma</p> <p>http://www.storybird.com</p>
Guided Practice	<p>How do we show respectful behavior? Pass out copies of the book or have students look at the storybird.com book on a computer.</p> <p>Model for students how to answer this question with a scenario listed on the left and a behavior on the other side with words and pictures.</p> <p>For Example: Someone is talking=Listening well. Do another example, if needed.</p>	<p>T-chart graphic organizer: On the left, scenario written out for student and on the right, respectful behavior</p>
Independent Practice/Check for Student Understanding	<p>Students work independently or in groups to finish the graphic organizer with the following scenarios listed on the left; their examples of respectful behavior on the right: Someone is using the computer for school and you really want to use it=Be patient and wait to use it after he/she is finished.</p> <p>Your teacher is giving directions=Listen well and follow the rules. You are at a friend’s house and want to play with their new computer game=ask your friend if you can use the game before doing so. Treat the game with care.</p> <p>Someone is looking up a book or website on the computer and you are curious about what it is=ask the person what they are looking for without leaning over his/her shoulder to see. He/she will tell you if he/she wants you to know.</p> <p>A classmate is making fun of another classmate because of the game he/she is playing (saying it’s too babyish)=tell the classmate who is teasing to stop or tell a teacher or other adult what is happening.</p>	
Sharing/Reflection	<p>Students share out their responses to compare with one another. Discuss. Capture the class responses on chart paper or a whiteboard.</p>	
Assessment	<p>Graphic organizer</p>	

Only Talk To People You Know

Essential Understanding:

Communicating with strangers can pose dangers to our security and safety.

Learning Outcome(s):

- Students will know and be able to verbalize and illustrate rules they formulate about strangers.

Common Core Standard(s):

- SL.1.2. Ask and answer questions about key details in a text read-aloud or information presented orally or through other media.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

IFC Standard(s):

- Restates/retells and asks questions about the topic, problem or question with guidance.
- Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions (Assessment 1.4: Using Facts to Answer Questions).



GRADE 1

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Teacher makes a web showing the word “stranger” on chart paper or projected online. Students turn and talk to each other to discuss the definition of the word. Elicit answers from them and put them around the chart.</p> <p>Teacher and students agree that it is best to stay away from strangers even if they offer you something you are interested in having.</p> <p>Teacher reads picture book listed.</p>	<p>Digital Image: Free Candy http://Newteacherwife.wordpress.com</p> <p>Digital Image: Children & Strangers, Jimbo! Don’t Go! http://hotfrog.com.au</p> <p><u>The Berenstain Bears Learn about Strangers</u> by Stan & Jan Berenstain</p> <p><u>Jimbo, Don’t Go</u> by Teena Raffa-Mulligan</p>
Guided Practice	<p>Discuss main characters’ reactions, feelings and important points as the book is read.</p> <p>By referencing the text, students will verbalize important rules for themselves and other classmates to follow regarding strangers. They will respond to the question: What are important rules when communicating with strangers?</p> <p>The librarian will record this on the chart paper or online as an example using IFC Assessment 1.4.</p>	
Independent Practice/Check for Student Understanding	Students write and illustrate other rules to follow using IFC Assessment 1.4	IFC Assessment 1.4
Sharing/Reflection	Students share rules and illustrations with classmates. Elicit that the same rules in real life regarding strangers apply when students are online.	
Assessment	Student responses and illustrations demonstrate their ability to write age-appropriate safety rules to follow.	IFC Assessment 1.4

Follow up/Extensions:

Students will examine Internet Safety on Brainpop: “Talking to Strangers Online.”

Name _____ Class _____

Using Facts to Answer Questions

Question: _____

_____ ?

FACT:

FACT:

FACT:

I learned _____

Digital Citizenship Grade 2

Responsibility: Respecting Your Own Privacy

- IFC Assessment 2.5: Prior Knowledge and New Understandings

Safety: Cybersafety

- Worksheet: Real Friends Versus Digital Friends Information Sharing

Safety: Real Friends Versus Digital Friends

- Worksheet: Digital Friendships Versus Real Life Friendships

Respecting Your Own Privacy

Essential Understanding:

It is important to keep personal information private.

Learning Outcome(s):

- Students will learn and be able to explain what privacy is, what types of information should always be private, and how to keep their information private online.

Common Core Standard(s):

- RI.2.8. Describe how reasons support specific points the author makes in a text.

IFC Standard(s):

- Compares new ideas with what was known at the beginning of the inquiry (IFC Assessment 2.5: Prior Knowledge and New Understandings).



GRADE 2

Digital Citizenship Strand: Responsibility

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Mini Lesson	<p>Show students a bunch of keys. Ask the students what keys are used for. Why do we have to keep our house locked and safe? What are some other things we keep locked up? Create and chart a list of answers.</p> <p>Why do we have to keep these things locked in a safe and secure place? Because they are private and belong to us.</p> <p>Elicit that privacy is keeping your personal and valuable information to yourself safe and secure and away from others.</p>	Keys, Chart paper or interactive whiteboard
Guided Practice	<p>Show a fake webpage or a class Edmodo page with text posted by a student. Ask the class: “What is one thing the student posted that should be kept private?” Have a student volunteer cross it out on the SmartBoard or say it out loud. (Address, phone number, school name, friends’ first and last names, a person in the school the student does not like).</p>	Interactive whiteboard with pens, or handouts to students Create a page for demonstration and one for a handout at: http://www.classtools.net/fb/home/page
Independent Practice/Check for Student Understanding	Have students work in pairs or independently and cross out other information that should remain private.	Handout (created using the website above)
Sharing/Reflection	<p>Have students share out what information should be kept private and why.</p> <p>As they discuss, have them fill out IFC Assessment 2.5</p> <p>What are two things students can do to keep the information private?</p> <ol style="list-style-type: none">1. Not sharing his/her password with others2. Not posting the information online	IFC Assessment 2.5
Assessment	Handouts and IFC Assessment 2.5	

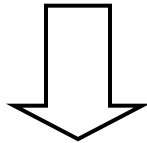
Follow up/Extensions:

Common Sense Media: <http://www.common sense media.org/educators/lesson/keep-it-private-2-3>

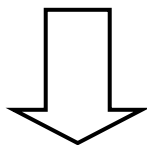
Name _____ Class _____

Prior Knowledge and New Understandings

I knew...



I now know...



I was surprised to learn...

Cybersafety

Essential Understanding:

Our relationship to another person (whether online or in real life) determines the type of information we share with him/her.

Learning Outcome(s):

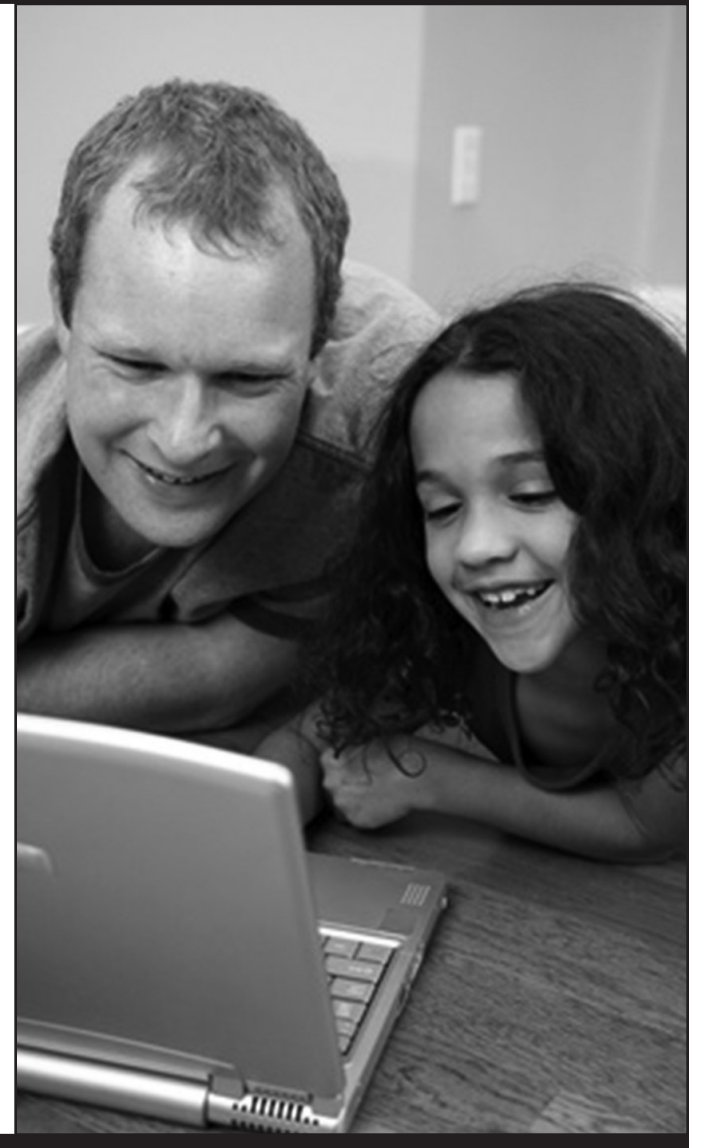
- Students will be able to identify the difference between their real life friends and their digital/online friends.
- Students will be able to identify what information is safe to share with their real friends and what information is safe to share with their online friends.

Common Core Standard(s):

- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

IFC Standard(s):

- Asks “I wonder” questions about the research topic.



GRADE 2

Digital Citizenship Strand: Safety

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Mini Lesson	<p>Activate prior knowledge: Who uses a computer to go online to play games with other people or to chat online with other people? Who uses a game system (e.g. Wii) to go online and play games or chat with other people?</p> <p>Project pairs of photographs and graphics of similar-looking avatar (digital) faces. (Ideally the “real” photos would be of actual children from your school/class.) Ask: “Which of these are real boys that you could know from school or your neighborhood? Which of these are boys that you might only know online?” Continue with other photo/avatar pairs.</p> <p>What are the differences between friends you know in real life and “friends” you might meet online?</p>	<p>Digital images (avatars) of boys http://images.clipartof.com/small/76709-Royalty-Free-RF-Clipart-Illustration-Of-A-Blond-Caucasian-Boy-Avatar-With-Braces.jpg</p> <p>http://images.clipartof.com/small/76745-Royalty-Free-RF-Clipart-Illustration-Of-A-Brunette-Caucasian-Boy-Avatar-With-Braces.jpg</p> <p>Photographs of boys http://www.childrensrehabengineeringteam.com/cutekids/blondeboy.jpg</p> <p>http://www.aacap.org/galleries/resourceCenter/BoyWithGlasses.gif</p> <p>Mii images of celebrities http://www.famousmii.com/mii/category/television/</p>

GRADE 2

Digital Citizenship Strand: **Safety**

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Guided Practice	<p>Project a T-Chart and populate it on the left side: Information that is safe to share and on the right side: Information that is not safe to share.</p> <p>First row: Digital Friends; Second row: Real Life Friends</p> <ul style="list-style-type: none"> • What are some things that you might tell a friend from school or your neighborhood? • Which of those things might be safe to tell an online friend, someone that you do not really know? • What information is not safe to tell a digital/online friend? <p>Teacher models writing an example in each column and charts student responses.</p>	Project attached template
Independent Practice/Check for Student Understanding	<p>Students illustrate one thing that is safe to share with a real friend and one thing that is safe or not safe to share with an online friend. <i>(See attached template.)</i></p>	Template
Sharing/Reflection	<p>Students share their illustrations.</p> <p>Key points to stress:</p> <ol style="list-style-type: none"> 1. It is safe to give real friends your address and phone number but never give out personal information to someone who you only know online. Do not give out your real name, age, where you live, phone number or school name online. 2. Not everyone online is who they say they are so students need to be able to differentiate between real and online/digital friends. 	
Assessment	<p>Handout: Did the student responses demonstrate an understanding of what information was safe to share with real friends and what information was safe or not safe to share with digital/online friends?</p>	

Follow up/Extensions:

Cybersafety Video:

Librarian asks students to read their cybersafety tips while using the Flip camera to record their voices and illustrations.

Upload and create movie on librarian's computer.

Upload movie to Vimeo for easy sharing.

Stranger Collage:

Clip magazine pictures of a variety of people. Take photographs of students and staff members to be photocopied or scanned into a computer and printed.

Have children sort the pictures into two groups: "People I know" and "People I don't know." Write each of these headings on a separate piece of construction paper. Students glue pictures under the correct heading.

Safety Read Alouds:

Read [The Berenstain Bears Learn About Strangers](#),

Stan and Jan Berenstain or [Staying Safe By Saying No](#), Cynthia MacGregor.

Internet Safety Web Sites:

Show an internet safety video from one of these sites:

<http://www.netsmartzkids.org/videos/index.htm>

<http://www.safekids.org/>

Other Helpful Sites:

<http://www.connectsafely.org/>

<http://www.staysafeonline.org/>

http://www.mcgruff.org/Advice/online_safety.php

<http://familywii.org/article.php?articleid=74&category=7> (Being safe online with Wii game system)

Common Sense Media:

<http://www.common sense media.org/educators/lesson/talking-safely-online-4-5>

Name _____ Class _____

Real Friends versus Digital Friends		
	Information that is safe to share.	Information that is not safe to share.
Digital Friends		
Real Life Friends		

Real Friends Versus Digital Friends

Essential Understanding:

There are differences between online friendships and real life ones that determine what information we decide to share or not share.

Learning Outcome(s):

- Students will be able to identify qualities of a digital friendship and qualities of a real life friendship.
- Students will be able to explain the difference between a digital friend and a real life friend.

Common Core Standard(s):

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud.

IFC Standard(s):

- Recognizes the right to express own opinion in an appropriate manner.



GRADE 2

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Read about friendship. Discuss what the qualities of friendship are and list	<u>Chrysanthemum</u> by Kevin Henkes
Guided Practice	Discuss digital friends Create a comparison T-chart and populate it on the left side: Activities one can do with digital friends and on the right side: Activities one can do with in-person friends List one example of what students can do with a digital friend List one example of what students can do with a real life friend	Chart paper and marker and easel T-chart template (attached)
Independent Practice/Check for Student Understanding	Students work together or independently to finish filling out the second chart.	Poster worksheet template Paper, pencils, crayons
Sharing/Reflection	Students share their work about digital and real life friends.	
Assessment	T-chart and share out responses.	

Follow up/Extensions:

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/talking-safely-online-4-5>

Name _____ Class _____

DIGITAL FRIENDSHIPS VERSUS REAL LIFE FRIENDSHIPS

What are some different activities you can do with	
DIGITAL FRIENDS	REAL LIFE FRIENDS

Digital Citizenship Grade 3

Responsibility: Respecting the Privacy of Others

- IFC Assessment 2.5: Prior Knowledge and New Understandings

Safety: Safe Searching

Respecting The Privacy Of Others

Essential Understanding:

Respecting privacy is essential to build trust between people and for personal security reasons.

Learning Outcome(s):

- Students will understand and be able to define the term “privacy”.
- Students will explain why it’s important to respect the privacy of others.
- Students will understand that when using the Internet, you never give out personal information about yourself or others.

Common Core Standard(s):

- 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.

IFC Standard(s):

- Communicates new understandings through combining, predicting, illustrating, and constructing.



GRADE 3

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Read a story about gossip: <u>The Gossips</u>, adapted from a story by Pedro Pablo Sacristan. <i>This story will be read and projected on the interactive whiteboard.</i></p> <p>Discussion: Why is it important that we respect the privacy of others? Write down student responses on chart paper or a whiteboard.</p>	<p>http://www.freestoriesforkids.com</p> <p>Chart paper or interactive whiteboard</p>
Guided Practice	<p>How do we respect and protect the privacy of others online?</p> <p>Project the following scenarios on the screen and have students write down solutions and actions. Model the first one for them.</p> <ol style="list-style-type: none"> 1. Your friend wants your help signing up for a website. It asks for personal information such as an address, phone number, etc. What should you tell your friend to do? 2. Your friend sends you an e-mail or text message with some private information about their brother. What do you do? 3. Your friend sends you a photo and asks you to keep it private. What do you do with the photo? 4. A classmate forgets to shut down the browser when he/she leaves the computer at school. What should you do? 5. You are using a school computer just after a classmate and he/she forgot to sign out of his/her public or school library catalog showing what books he/she has checked out and has on hold. What should you do? 	<p>Interactive whiteboard with pens, or handouts to students</p> <p>Create a page for demonstration and one for a handout at: http://www.classtools.net/fb/home/page</p>
Independent Practice/Check for Student Understanding	Students write down and discuss the solutions in pairs or independently.	Handout (created using the website above)
Sharing/Reflection	Students share out their recommendations and state why they made them.	IFC Assessment 2.5
Assessment	Exit cards and notes from independent practice.	

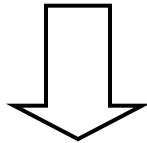
Follow up/Extensions:

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/keep-it-private-2-3>

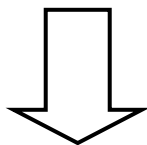
Name _____ Class _____

Prior Knowledge and New Understandings

I knew...



I now know...



I was surprised to learn...

Safe Searching

Essential Understanding:

Just as in real life, it is important to know where we are going online so we stay safe.

Learning Outcome(s):

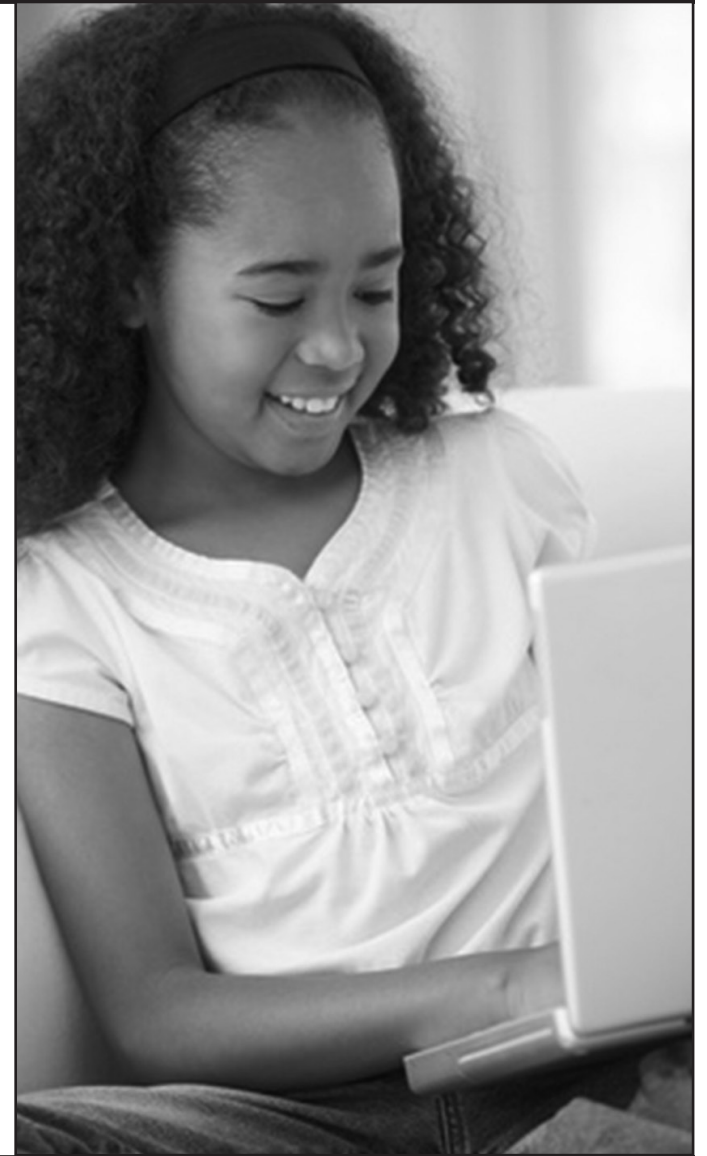
- Students will know and be able to conduct a safe and effective search using websites pre-selected and/or vetted by educators.
- Students will learn to recognize appropriate websites for them to visit.

Common Core Standard(s):

- SL.3.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

IFC Standard(s):

- Shows respect for and responds to the ideas of others.



GRADE 3

Digital Citizenship Strand: **Safety**

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Mini Lesson	<p>Make Connection with Real Life Safety:</p> <ul style="list-style-type: none">• Are you allowed to walk anywhere you want to outside? Why or why not? <p>Elicit the consequences: getting lost, meeting a stranger, etc.</p> <ul style="list-style-type: none">• Are you allowed to go anywhere you want to online? Why or why not? <p>Elicit the consequences: getting lost, meeting a stranger, etc.</p> <ul style="list-style-type: none">• What types of places are you allowed to go to without your parents/ guardians being there (school, friends' house, relatives' house)? Why? <p>Elicit the reasons: certainty no harm will happen, trust, reliability, etc.</p> <ul style="list-style-type: none">• What types of places are you allowed to go online without an adult looking over your shoulder? (Sites from vetted services: Webpath Express or Nettekker or pre-selected sites chosen by the librarian). <p>Elicit the reasons: trust, reliability, readability, safety.</p>	
Guided Practice	<p>Model doing a search for koalas in Google. Elicit from students what they notice about the results (Too many websites, many websites are too hard to read, some websites are inappropriate, etc.).</p> <p>Repeat the same search using a pre-selected resource (KidsSearch Database, Grolier for Kids, etc.) Elicit what the differences are in the results (more appropriate reading level, images, higher interest for children, etc.).</p>	Laptop and projector

GRADE 3

Digital Citizenship Strand: **Safety**

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Independent Practice/Check for Student Understanding	<p>Students work independently to search for the Dominican Republic using Google. They write down on notebook paper what they notice about the results (Too many websites, many websites are too hard to read, some websites are inappropriate, etc.).</p> <p>They do the same search using a different pre-selected site (Webpath Express, Grolier, etc.) They write down the differences in the results (more appropriate reading level, images, higher interest for children, etc.).</p>	
Sharing/Reflection	<p>Students share out the results and discuss. They will express how they recognize appropriate web sites.</p> <p>They will express possible problems they may encounter on general search engines with pop-ups and links that could lead to inaccurate information and solicitation of personal information.</p>	
Assessment	Information students wrote down about their searches and class discussion.	

Follow up/Extensions:

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/staying-safe-online-2-3>

Digital Citizenship Grade 4

Responsibility: Digital Netiquette

Safety: Good and Bad Online Behaviors

- What are Good and Bad Online Behaviors

Safety: Safe Navigation

- Good and Bad Online Behaviors Scenarios

Digital Netiquette

Essential Understanding:

Being a good citizen means acting responsibly and respectfully in the online environment.

Learning Outcome(s):

- Students will recognize different components of good netiquette.
- Students will be able to communicate different components of good netiquette.

Common Core State Standard(s):

- SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

IFC Standard(s):

- Restates ideas of others accurately and adds own perspective.



GRADE 4

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Show BrainPop video clip to students about Digital Etiquette.	BrainPop Video: Digital Etiquette PBS Webonauts Website
Guided Practice	Model for students how to identify an example of poor netiquette using a graphic organizer.	Graphic Organizer from BrainPop
Independent Practice/Check for Student Understanding	Students work in pairs or independently to complete the sheet.	
Sharing/Reflection	Students will share out and discuss their analysis of what examples constitute bad netiquette and why.	
Assessment	Graphic organizers from <i>Brainpop</i> .	

Follow up/Extensions:

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/rings-responsibility-4-5>

Good and Bad Online Behaviors

Essential Understanding:

It is important to have good manners and behavior in all circumstances of life.

Learning Outcome(s):

- Students will know and be able to cite examples of good and bad behavior in online environments.

Common Core State Standard(s):

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

IFC Standard(s):

- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others.

GRADE 4

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Watch short Common Craft video on good manners created by the librarian. Elicit: What does it mean to be polite? What are good manners? What is etiquette? (Demonstrating good behavior and manners) What is netiquette? (Demonstrating good behavior and manners online). List examples from students and write down on the whiteboard or chart paper.	http://vimeo.com/19147465 Whiteboard or chart paper
Guided Practice	Distribute handout entitled, "What are Good and Bad Online Behaviors?" and have students rate examples of good or bad online manners. Model the first one together.	Handout "What are Good and Bad Online Behaviors?"
Independent Practice/Check for Student Understanding	Students work in pairs or independently to complete the sheet.	
Sharing/Reflection	Students share out their results and discuss each item: <ul style="list-style-type: none">• Is that question an example of good or bad netiquette? Why or why not?• What are the consequences/outcomes if someone engages that particular action?	
Assessment	Handouts and verbal responses.	

Follow up/Extensions:

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/rings-responsibility-4-5>

WHAT ARE GOOD AND BAD ONLINE BEHAVIORS?

Label each scenario with **B** for bad online behavior or **G** for good online netiquette.

- Signed on with someone else’s screen name to gather info
- Pretended to be someone else online without that person knowing
- Posted compliments about someone online
- Teased or frightened someone online or by text
- Not told someone who you really are online, telling them to “guess”
- Forwarded a private IM conversation, e-mail or text without the permission of the other person
- Signed out of someone’s account for him/her after he/she forgot to do it and left the room
- Told a teacher, parent, or administrator if you noticed nasty messages about a classmate online
- Posted pictures or information about someone on a Web site without their permission
- Used information found online to follow, tease, embarrass or harass someone in person
- Sent rude or scary things to someone, even if you were just joking
- Used bad language online
- Texted someone “congratulations!” after he/she did well on an assignment
- Signed someone else up for something online without their permission
- Used someone else’s password for any reason without their permission
- Deleted a private text or message from a friend after reading it
- Posted rude things or lies about someone online
- Sent a supportive message or text to someone you knew what being bullied or harassed online

Adapted from:
http://www.stopcyberbullying.org/tweens/are_you_a_cyberbully.html

Safe Navigation

Essential Understanding:

There are precautions students can take to be safe online.

Learning Outcome(s):

- Students will learn and be able to dramatize situations that show a clear understanding of Internet safety.
- Students will analyze and make appropriate decisions about Internet safety scenarios presented by the teachers and peers.

Common Core Standard(s):

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

IFC Standard(s):

- Restates ideas of others accurately and adds own perspective.
-

GRADE 4

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Introduce and discuss Netsmartz Internet Safety Pledge. http://www.netsmartz.org/Resources/Pledges	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
Guided Practice	Model a scenario of a student using the Internet and ask students advice about what the student should do in that situation.	Laptop and projector Handout: "Good and Bad Online Behaviors Senarios"
Independent Practice/Check for Student Understanding	Have students work in pairs to analyze and make decisions about the other situations. Students should share out giving reasons for their decisions. Students can also create their own situations or report on similar situations they have encountered.	
Sharing/Reflection	Student pairs share answers orally. Students may also make additional statements to add to an Internet Safety Chart or Poster.	
Assessment	Students may go online and take the Safekids Online Safety & Civility Quiz. They must obtain a score of 80 % or better. Safekids.com online Safety Quiz http://www.safekids.com/quiz/	

Follow up/Extensions:

Make a movie with Common Craft discussing Internet Safety Design safety posters for the Tech Lab or classroom. Present a skit at an assembly for students or for parents at a PTA meeting.

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/youve-won-prize-4-5>

Good and Bad Online Behaviors

SCENARIOS

Scenarios to use with students to practice internet safety with guided and independent practice:

Jack can never remember his e-mail password, so he just uses his name Jack1 whenever he needs a password. Safe or Unsafe? Why?

Marjorie saw the flashing coupon on the computer that said “Click here, you have won a free pizza.” She would really like a free pizza, so she clicks on the coupon. Safe or Unsafe? Why?

She asks her mother what she should do. Safe or Unsafe? Why?

Davon wants to buy his dad a neat gift online. He has money from his allowance but the company only takes credit cards. He knows his mom’s credit card password, and decides to use it to order the gift. Safe or Unsafe? Why?

Tia wants to join the Penguin Chat Room. The site tells her to check with an adult before joining and use a make-believe name. She checks with her Dad. Safe or Unsafe? Why?

Bryan got an e-mail message from someone he doesn’t know. He does not open it. Safe or Unsafe? Why?

Fathema got an e-mail from a friend that said, “E-mail this message to ten friends or you will have bad luck for a month.” She forwards the e-mail to ten of her friends. Safe or Unsafe? Why?

Vivian always makes sure the Virus Protection software is turned on and up-to-date when she uses the computer. If the software says “Virus Found,” she is careful to destroy the virus before opening a document. Safe or Unsafe? Why?

Javier found a neat game online that downloads for free, but it tells him to turn off his Virus Protection software before downloading. He turns off his Virus Protection. Safe or Unsafe? Why?

Digital Citizenship Grade 5

Responsibility: What is Intellectual Property?

Responsibility: How To Use Sources Responsibly

- How To Use Sources Responsibly Scenarios

Safety: Protecting Your Privacy

- Worksheet: Battling Internet Dangers
- Worksheet: Cause / Effect Flow Map
- Worksheet: Internet Safety Bridge Maps

Safety: Effective Ways To Protect Your Privacy

Safety: Your Digital Footprint

- Worksheet: Your Digital Footprint

What Is Intellectual Property?

Essential Understanding:

Intellectual property means ideas and/or works of art that belong to the person who created them that can be used for educational purposes if proper credit (attribution) is given to him/her.

Learning Outcome(s):

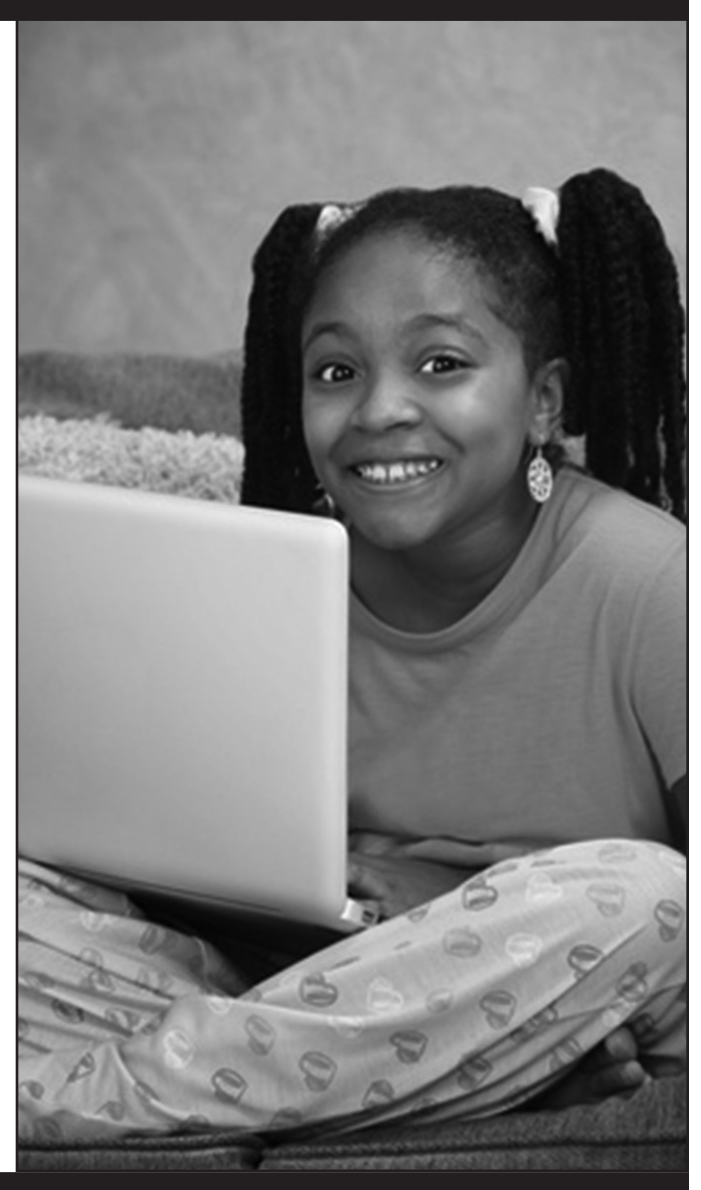
- Students will know and be able to define and articulate the concepts of intellectual property and attribution.

Common Core Standard(s):

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and **provide a list of sources**.

IFC Standard(s):

- Credits all sources properly with title, author, and page number.
- Cites all sources used according to model provided by teacher.



GRADE 5

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Discuss the purpose: In your class you will be creating projects where you will need to use media such as images, music, songs, videos, and the words of others.</p> <p>Show YouTube video on Copyright. Ask what they would want for their property (physical and intellectual). Discuss using the property of others.</p> <p>We need to use the intellectual property of others in responsible ways. Intellectual property means ideas and/or works of art that belong to the person who created them that can be used for educational purposes if proper credit (attribution) is given to him/her. We need to be good digital citizens. Digital citizenship can be defined as the responsible behavior one uses when using technology.</p> <p>When we use someone else’s intellectual property we must use attribution. With attribution, the author is allowing others to use, copy, display and perform the copyrighted work as long as they provide some credit to the author.</p>	<p>http://www.youtube.com/watch?v=0QiO_H0-ok8</p> <p>(Download and play for the students instead of streaming since youtube.com is blocked)</p>
Guided Practice	Using Flickr Creative Commons to download images for a research project and model attribution using EasyBib.	<p>Flickr Creative Commons http://www.flickr.com/creativecommons</p> <p>EasyBib http://www.easybib.com</p>
Independent Practice/Check for Student Understanding	Students download images they will use in their research project and note attributions for the images in the correct format using EasyBib.	<p>YouTube</p> <p>Flickr Creative Commons</p> <p>Paper, Word Document, or Mindmeister to Brainstorm</p> <p>EasyBib http://www.easybib.com</p>
Sharing/Reflection	What was today’s lesson about? What work have we done today? Why did we do it? What is one thing that you knew already and one thing that you learned today? What will you do with this knowledge?	
Assessment	Observe ideas and responses of student downloaded images and correct attributions using EasyBib.	

Follow up/Extensions:**Common Sense Media:**

<http://www.common sense media.org/educators/lesson/whose-it-anyway-4-5>

- Watch the video How to Make a Common Craft Style Video <http://www.youtube.com/watch?v=oCl1zoxs3Zo>
In groups of 2, they will create a video about using attribution with their own social studies inquiry project as the backdrop.
(Have them brainstorm ideas and start story boarding.)

Resources

- How to Make a Common Craft Style Video
<http://www.youtube.com/watch?v=oCl1zoxs3Zo>
- BrainPop
Copyright <http://www.brainpop.com/technology/computersandinternet/copyright/>
Plagiarism <http://www.brainpop.com/technology/digitalcitizenship/plagiarism/>
- YouTube Copyright, What's Copyright?
http://www.youtube.com/watch?v=0QiO_H0-ok8
- Common Craft Examples
<http://amcult20.blogspot.com/2009/11/constitution-simplified.html>
<http://blogush.edublogs.org/2010/12/27/commoncraftvideosomeschoolsocialstudies/>

How To Use Sources Responsibly

Essential Understanding:

We demonstrate our learning by producing work in our own words and using our own ideas.

Learning Outcome(s):

- Students will be able to define plagiarism, recognize examples of it, and learn how to use sources responsibly.

Common Core Standard(s):

- SL.5.1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

IFC Standard(s):

- Uses prior knowledge and experiences to understand new facts and ideas.

GRADE 5

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES	RESOURCES
<p>Mini Lesson</p>	<p>Give an example of a scenario where a student does the following for an assignment: Susan had to write a biography about George Washington Carver. She found information on the Internet, wrote her own first sentence and copied parts of the information into her paper from Wikipedia.com</p> <p>Ask what grade she should get and why.</p> <p>Elicit that what Susan did was plagiarism because she copied someone's work and pretended it was her own. Show students the definition of plagiarism on the interactive whiteboard. Plagiarism: using someone else's work or ideas without giving them credit.</p> <p>Ask: "When is it okay to use someone else's words or ideas?" Explain when it is okay to use someone else's words or ideas.</p> <ul style="list-style-type: none">• Paraphrasing words from a source and giving a citation at the end (bibliography). Show example.• Putting quotes around direct sentences used from a source and then citing the Author/Source right after the quote and in the bibliography. Show example.
<p>Guided Practice</p>	<p>Say: "Now we are going to practice using resources responsibly."</p> <p>Model for the class: "Tariq's teacher gave him an encyclopedia article about tornados. She asked him to use the information to create a brochure about tornados. Tariq writes down the entry and changes a few words." Elicit why that is not paraphrasing but plagiarizing.</p>
	<p>Common Sense Media: Digital Footprint Intro http://vimeo.com/6709512</p> <p>Copy (Print Screen) images from different samples using a non-filtered network computer for display purposes</p>

GRADE 5

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	<p>Divide the class into groups and give each group a different scenario. Using the information in the scenario, the students will have to explain what the student in the scenario should do to use the source responsibly.</p> <p>Each group gets a different scenario (one paraphrases well, one uses quotes well, one uses quotes but forgets citation afterward, one paraphrases but has no bibliography, one uses a picture from the Internet without a citation). For each of these, they will have to decide what the student has to do to use resources responsibly, if he/she did not.</p> <p>Students are given 10 minutes to work on the activity. While the students are working, the librarian and teacher monitor the groups to make sure they are on task.</p>	“How to Use Sources Responsibly” Scenarios Worksheet
Sharing/Reflection	<p>A student from each group shares out their scenario and their responses.</p> <p>Librarian asks specific students to define the term plagiarism and explain what a student should do to use sources responsibly.</p>	
Assessment	<p>During the lesson students will be assessed by observation. The teacher and librarian will move from group to group observing how each student is participating. During the sharing period students who did not participate in group work will be asked to explain the term to ensure understanding.</p>	

Follow up/Extensions:

- In the next lesson, students will work in groups to create a Common Craft video to explain the term plagiarism and what to do to prevent it.

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/whose-it-anyway-4-5>

How TO USE SOURCES RESPONSIBLY

SCENARIOS

Mark had to write a science report on volcanoes. He used an online encyclopedia to find an article. He copied the sections of the article in a word document. He also cut and pasted a picture from the article in to his document. Did Mark use the source responsibly? Why or why not? Explain the steps he should have taken if he plagiarized.

Victoria had to create a PowerPoint for class on earthquakes. She found an excellent article from Grolier Online and read it. She took notes from the article. Then she wrote the text for the PowerPoint slide in her own words and included a bibliography at the end. Did Victoria use the source responsibly? Why or why not? Explain the steps she should have taken if you believe she plagiarized.

Jose had to write an essay on the Salem Witch Trials. He used a website and a book to write his essay in his own words. He did not include a bibliography. Did Jose use the source(s) responsibly? Why or why not? Explain the steps he should have taken if he plagiarized.

Molly had to create a digital book report on the President. She found a really good quote from a magazine article she wanted to use in her report so she made certain to put the two sentences in quotation marks. Then she wrote the next paragraph in her own words. She did not include the magazine article in her bibliography. Did Molly use the source responsibly? Why or why not? Explain the steps she should have taken if she plagiarized.

Shonda had to write a personal essay on why she thinks global warming is a threat to the environment. She supported her opinion with quoted passages and statistics from two different sources and cited the sources right after the quoted passages. She included the sources in her bibliography. Did Shonda use the source(s) responsibly? Why or why not? Explain the steps she should have taken if she plagiarized.

Protecting Your Privacy

Essential Understanding:

Keeping private information from becoming public helps protect us against scams, stalkers, gossip, bullying, and rumors.

Learning Outcomes:

- Students will know what is meant by personal information, and be able to identify good practices for keeping personal information private while on the Internet.

Common Core Standards:

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

IFC Standards:

- Uses prior knowledge and experiences to understand new facts and ideas.



GRADE 5

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Introduce vocabulary to facilitate discussion: user/screen name, password, login, logout, identity theft, spam, scam, attachment, download, malware, hack, pop-up, privacy policy, harass.</p> <p>Show students BrainPop video on information privacy. Explain to students that when using the Internet</p> <ul style="list-style-type: none"> • they must be aware of how strangers and people they know might use their personal information to hurt them (bullying, spreading rumors, finding out where they live, etc.) • they must know how to protect themselves, their privacy, and personal information from strangers who can cause them harm. 	<p>Personal Information Privacy Vocabulary list</p> <p>http://www.brainpop.com/technology/computersandinternet/informationprivacy/</p>
Guided Practice	<p>Arrange students in groups and assign one part of the following question for discussion to each group: Use appropriate vocabulary words to explain what you should do to keep your personal information private and protect yourself from each of the following when using the Internet:</p> <ul style="list-style-type: none"> • hackers • malware • scam artists • spam messages <p>Model the first one (hackers) for the class.</p>	Battling Internet Danger Sample Tree Map
Independent Practice/Check for Student Understanding	Students complete the rest of the handout in pairs or independently.	Battling Internet Danger Sample Tree Map
Sharing/Reflection	Students share out their responses to the sample tree map. Together the class completes the cause and effect map.	Cause and Effect Map
Assessment	<p>Students complete assorted</p> <ul style="list-style-type: none"> • sample tree maps • cause and effect flow maps 	

Follow up/Extensions:

- Each group creates a Common Craft style video (<http://www.commoncraft.com>) retelling what they have learned about protecting themselves, their privacy and personal information from strangers who can cause them harm.

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/privacy-rules-4-5>

Personal Information Privacy Vocabulary

attachment: anything attached to an e-mail

download: transferring a file or program from a website to your computer

hack: to gain access, usually by electronic deception, to a computer system, file, Internet site, and change or disturb things

harass: to bother

identity theft: the use of another person's name or information for dishonest purposes

login/logout: enter/exit

malware: any of various kinds of computer software designed to cause damage or to disrupt the workings of a machine or system

password: secret letters, numbers, and/or characters that allow you into an account

personal information: your name, age, birthday, home address, e-mail address, telephone number, picture, school, user name, password

pop-up: any of various kinds of computer software designed to cause damage or to disrupt the workings of a machine or system

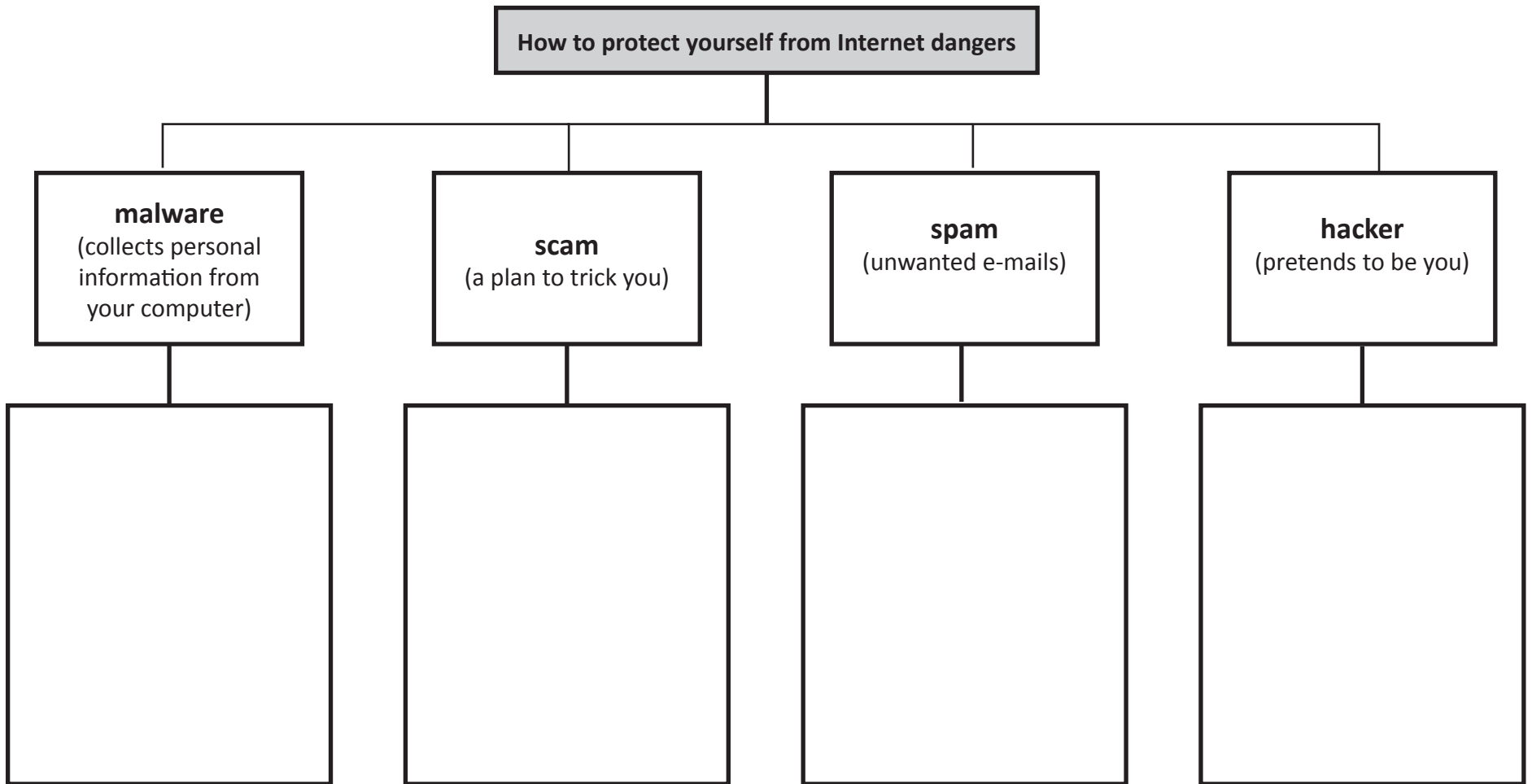
privacy policy: statement made by a website explaining what they will do with the personal information that you give it

scam: a dishonest scheme; swindle

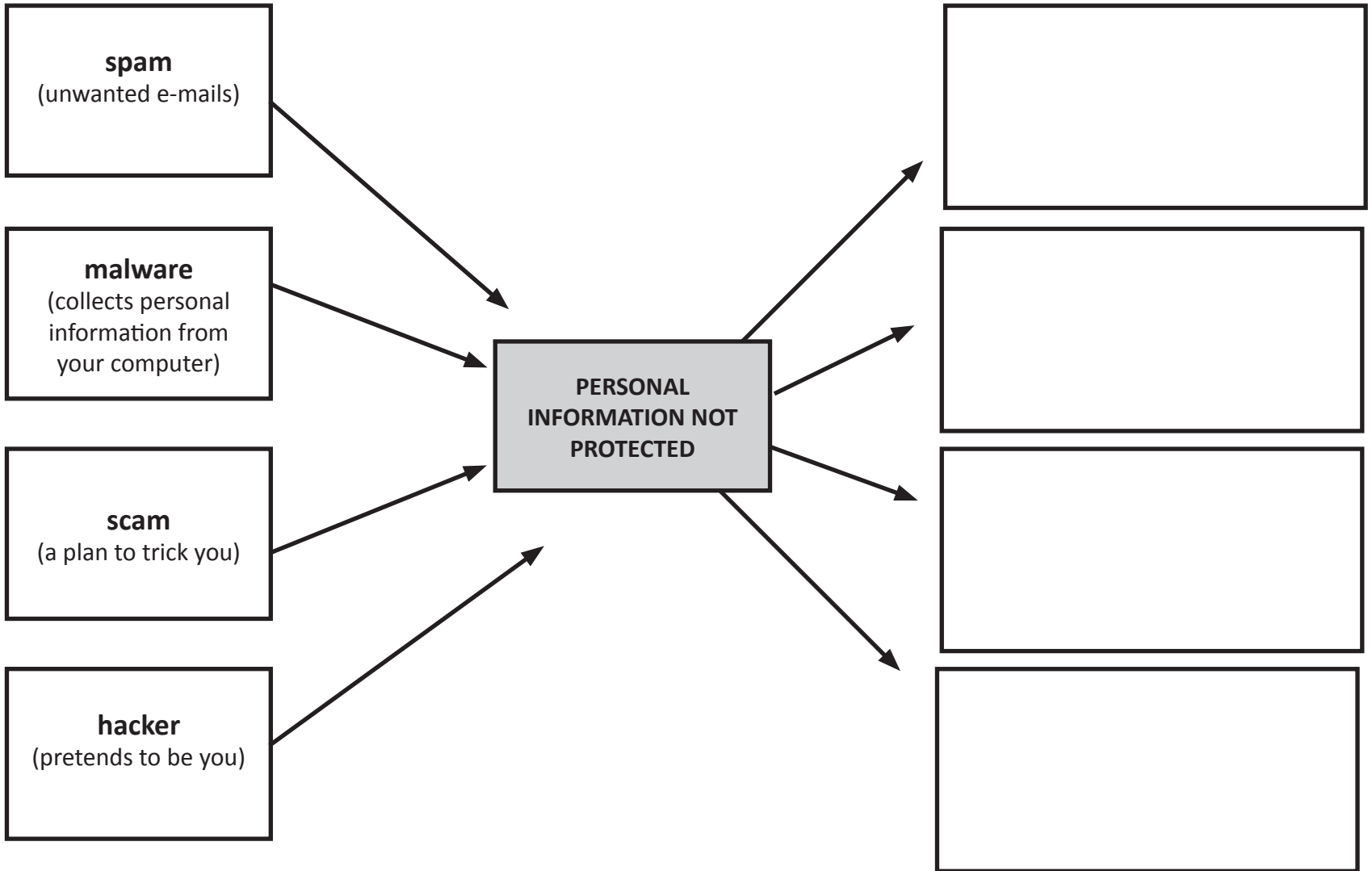
spam: unwanted electronic mail

user/screen name: your online name

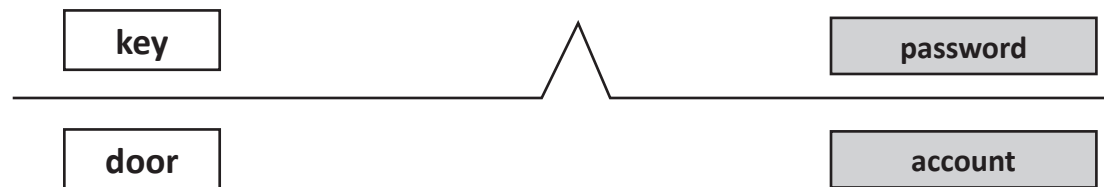
Battling Internet Dangers



Cause/Effect Flow Map



Internet Safety Bridge Maps (Analogies)



- enter is to exit as login is to (logout)
- break-in is to door as (hack) is to e-mail account
- junk mail is to mailbox as (spam) is to inbox
- brave is to firefighter as sneaky is to (scam artist)
- commercial is to TV as (pop-up) is to computer

Effective Ways To Protect Your Privacy

Essential Understanding:

There are effective ways to protect your privacy online.

Learning Outcome(s):

- Students will understand the importance of protecting their privacy online and learn how to create and maintain strong and private passwords as a tool for doing so.

Common Core Standard(s):

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

IFC Standard(s):

- Shows respect for and responds to the ideas of others.



GRADE 5

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>What is privacy? Elicit a definition. Read and/or show some examples (“I have a crush on...”) and ask students if that information should be kept private or not and why.</p> <p>What helps protect privacy online? Elicit passwords.</p>	http://www.freestoriesforkids.com .
Guided Practice	<p>To help keep you and your information safe online, create a strong password and keep it to yourself. Let’s learn how to do that.</p> <p>Microsoft Windows (ever heard of Bill Gates?) and the Girl Scouts of America have teamed up to keep kids like you safe online by teaching you to create strong passwords.</p> <p>Recreate a password using the “designer password” strategy suggested by the GSA and Windows.</p> <p>Teacher models the process.</p> <p>Start with 20 questions. Choose two answers to link together with a number. Add a symbol, if you like. Make it easy for you to remember but hard for anyone else to guess.</p> <p>Mine could be coffee75centralpark... or Sundayrio24... or...(have children suggest combinations).</p>	<p>20 questions on chart paper with teacher answers filled in</p> <p>See http://lmk.girlscouts.org/Online-Safety-Topics/Privacy/Keys-to-Cyberworld/Designer-Passwords.aspx for more information</p>
Independent Practice/Check for Student Understanding	Use 20 questions list to create 3 to 5 strong passwords. Don’t tell your partner, or your friends.	
Sharing/Reflection	<p>How will you guard your privacy online?</p> <p>Elicit making a strong password, keeping it private and changing it often, are the keys to maintaining privacy and keeping you safe online.</p>	
Assessment	Strong password checklist	

Follow up/Extensions:**Common Sense Media:**

<http://www.commonsensemedia.org/educators/lesson/powerful-passwords-4-5>

- What strategies will you use to keep your password private (what will you say to friends who want to know it)? Role play the situation.
- What strategies will you use to change it often? (Write a change date on the calendar, do it on the first/last day of every month or every new season).
- Have students create videos using Common Craft video style, to teach teachers and peers about creating strong passwords as one of the keys to maintaining privacy and staying safe in cyberspace.

Your Digital Footprint

Essential Understanding:

Whatever information we post publicly about ourselves online can have lasting personal and academic consequences.

Learning Outcome(s):

- Students will know and be able to answer what a digital footprint is and how it can affect their real life and future.
- Students will understand how their actions on the Internet contribute to their digital footprints.

Common Core Standard(s):

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

IFC Standard(s):

- Interprets information taken from maps, graphs, charts and other visuals.



GRADE 5

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>As an icebreaker, students will watch a short video as an introduction to the concept of digital footprints. Group will discuss the following:</p> <ul style="list-style-type: none">• What is a digital footprint?• How does my online activity contribute to my digital footprint?• What are the consequences of my digital footprint on my real life?	Common Sense Media: Digital Footprint Intro http://vimeo.com/6709512
Guided Practice	<p>Sharing and modeling examples of items that can appear in a digital footprint, including posts from Facebook, Blogger, Flickr, YouTube, Twitter, etc.</p> <p>Elicit and list some of the positive qualities/examples for an ideal digital footprint.</p>	Copy (Print Screen) images from different samples using a non-filtered network computer for display purposes
Independent Practice/Check for Student Understanding	<p>Students will work independently to include personal examples/qualities they would put into their own digital footprints. They write them down in the handout. (What kinds of things would you be proud to include in your digital footprint? Think about who may look at your footprint now and in the future).</p>	Digital Footprint Handout
Sharing/Reflection	<p>Students will share back their choices for what they would include in their digital footprint.</p>	
Assessment	Digital Footprint Handout	

Follow up/Extensions:

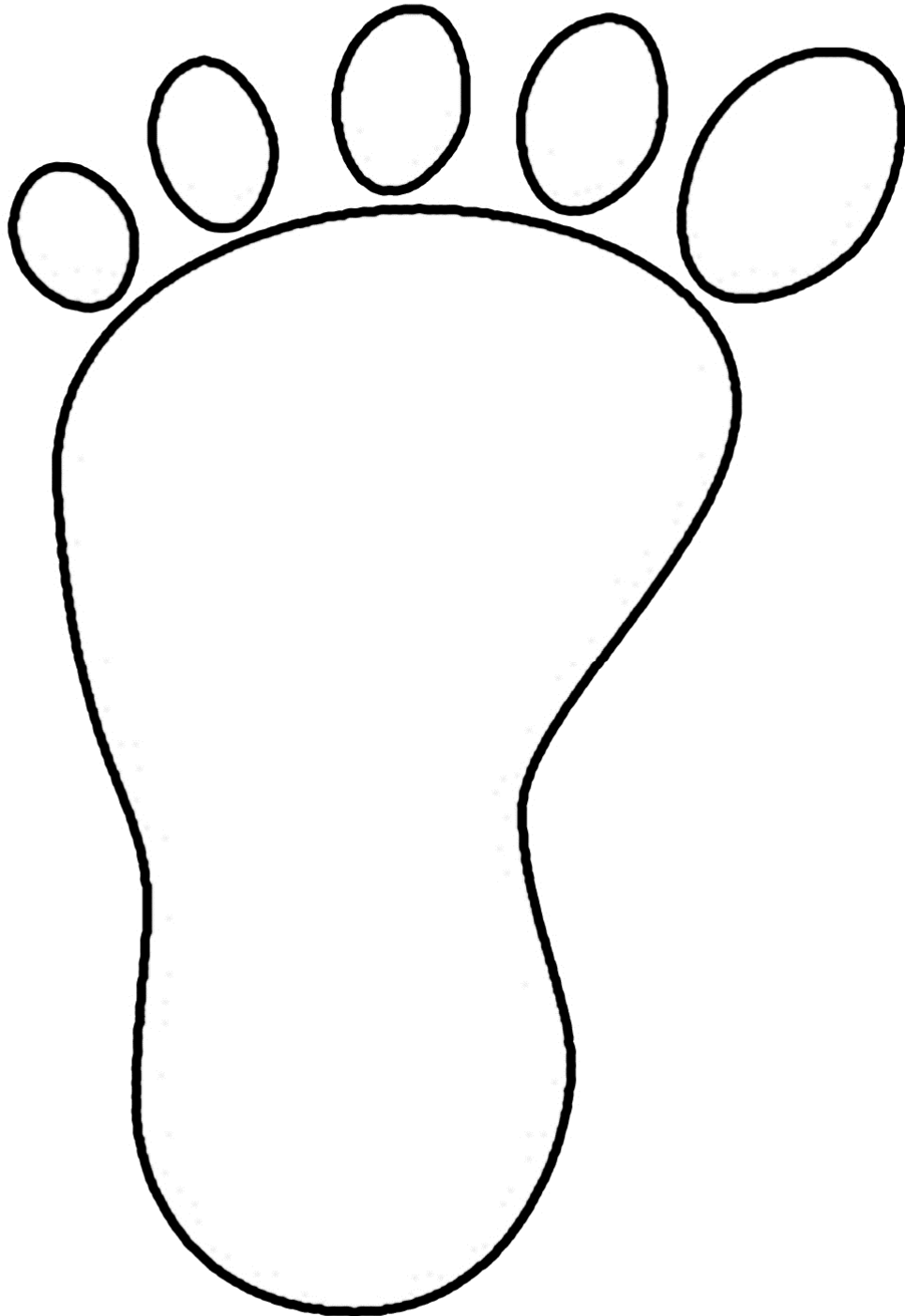
- Ideal Digital Footprints designed by the students can be displayed in the library.
- Future activities might include finding out as much as you can about a stranger (names provided by the librarian) by tracing their digital footprint. What can you find out about this stranger's personal life, professional career, and where they live?

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8>

Name _____ Date _____

YOUR DIGITAL FOOTPRINT

Design your ideal Digital Footprint. What kinds of online activity would you be proud to include in your digital footprint? Write it inside the foot.



Digital Citizenship Grade 6

Responsibility: Evaluating Websites

- IFC Assessment 7.3: Website Evaluation

Safety: Cyberbullying

- Worksheet: Venn Diagram

Safety: Cyberbully Or Cybersaint

- Worksheets: Cyberbully Or Cybersaint

Evaluating Websites

Essential Understanding:

Evaluating information is critical to learning what are good resources are good to use to produce quality work.

Learning Outcome(s):

- Students will know and be able to evaluate information for authority, purpose, currency, bias, and relevance.

Common Core Standard(s):

- W.6.8. Gather relevant information from multiple print and digital sources; **assess the credibility of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

IFC Standard(s):

- Evaluates electronic and print information to determine whether it is inaccurate or misleading.
- Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy (IFC Assessment 7.3).



GRADE 6

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>How can we trust the websites we visit? Present the short video on the 5Ws of website evaluation. Look at Kathy Schrock's chart for website evaluation. Discuss each of the Ws on the chart and in the video.</p>	<p>Who, What, Where, When and Why http://goo.gl/epqM1</p> <p>Kathy Schrock's 5Ws chart http://kathyschrock.net/abceval/5ws.pdf</p>
Guided Practice	<p>Let's look at some websites together and determine if they are dependable and trustworthy.</p> <p>Using the website evaluation form and the 5Ws, look at the following websites: http://www.whitehousehistory.org/ http://www.whitehouse.gov/</p> <p>After filling in our form, which website would you consider dependable and trustworthy?</p> <p>Which website would you consider safe to use for downloads and other information?</p>	Website Evaluation Form
Independent Practice/Check for Student Understanding	<p>Students will work in pairs to evaluate two assigned websites using the website evaluation form.</p> <p>http://zapatopi.net/treeoctopus/ http://animals.nationalgeographic.com/animals/invertebrates/common-octopus/</p>	Website Evaluation Form IFC Assessment 7.3

GRADE 6

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Sharing/Reflection	Students will share their results and look at the important factors of evaluating websites <ul style="list-style-type: none">• Who wrote the website?• What was the purpose?• When was it created and updated?• Where did the information come from and was it cited?• Why would I use the information found on the site?	
Assessment	The students participate in conversations about website evaluation. The evaluation worksheets have been completed.	Completed website evaluation forms

Follow up/Extensions:

- Read the poem, My Computer Ate My Homework by Ken Nesbitt. <http://www.poetry4kids.com/poem-104.html>
- View the Common Craft video: <http://goo.gl/lcliQ>.

Common Sense Media:

<http://www.common sense media.org/educators/lesson/creators-rights-6-8>

<http://www.common sense media.org/educators/lesson/creator%E2%80%99s-responsibilities-6-8>

<http://www.common sense media.org/educators/lesson/rework-reuse-remix-6-8>

Website Evaluation

Name: _____ Site Address: _____

WHO	YES	NO
The author's name, e-mail address, and organization are present.		
Background information about the author is provided.		
There is a link for more information about the author.		
WHAT	YES	NO
The purpose of the site is clear.		
The title indicates the content of the pages.		
The links relate to the site.		
The information is current and up to date.		
The information in this site is unbiased material and appears factual.		
WHEN	YES	NO
When was the site created?		
When was the site last updated?		
WHERE	YES	NO
Sources are provided for information found in this site.		
Information is included about the sponsor of the site.		
WHY	YES	NO
The information is appropriate for my purpose.		
The website is user friendly.		
The site loads at a reasonable speed.		
The site is easy to navigate.		
The links work properly.		
The graphics are visible and enhance the site.		
The page is well organized.		

Results

If you have checked off 10 to 17 yes answers, the website is acceptable to use and recommend.

If you have checked off 5 to 9 yes answers, the website is OK to use but with caution.

If you have checked off 4 or fewer yes answers, the website is unacceptable to use.

From Kathy Schrock:
 From <http://school.discoveryeducation.com/schrockguide/eval.html>

Name _____ Class _____

Website Evaluation

Use the following criteria and questions to evaluate Websites for use in your research:

Criteria	Your Evaluation
Website <ul style="list-style-type: none"> • Title • Author or Publisher • Last Updated • URL 	
Authority <ul style="list-style-type: none"> • What are the credentials of the author or publisher? • Is this a personal page or is it sponsored by an organization? • What is the point of view or perspective of the creator? 	
Navigation <ul style="list-style-type: none"> • What navigation tools are embedded in the site (e.g., navigation bar, tabs, left or right channel, site map) and how easily is the site navigated? • What tools are offered to make the text easier to navigate (e.g., headings, bullets, graphics, highlighting)? • Are all embedded links active? 	
Relevance <ul style="list-style-type: none"> • Does the Website address your topic and research questions? • Can you read and understand the text? 	
Accuracy <ul style="list-style-type: none"> • Does the information appear to be accurate because it matches information found in other resources? Is it up-to-date? • Is the information mostly facts or opinion? • Is believable evidence provided to back up all statements? 	
Comprehensiveness <ul style="list-style-type: none"> • Is the information complete and comprehensive? • Does the site present more than one perspective? 	

Cyberbullying

Essential Understanding:

People use cyberbullying to gain power over others. A cyberbully gains power by forming a bonded group united against a common target.

Learning Outcome(s):

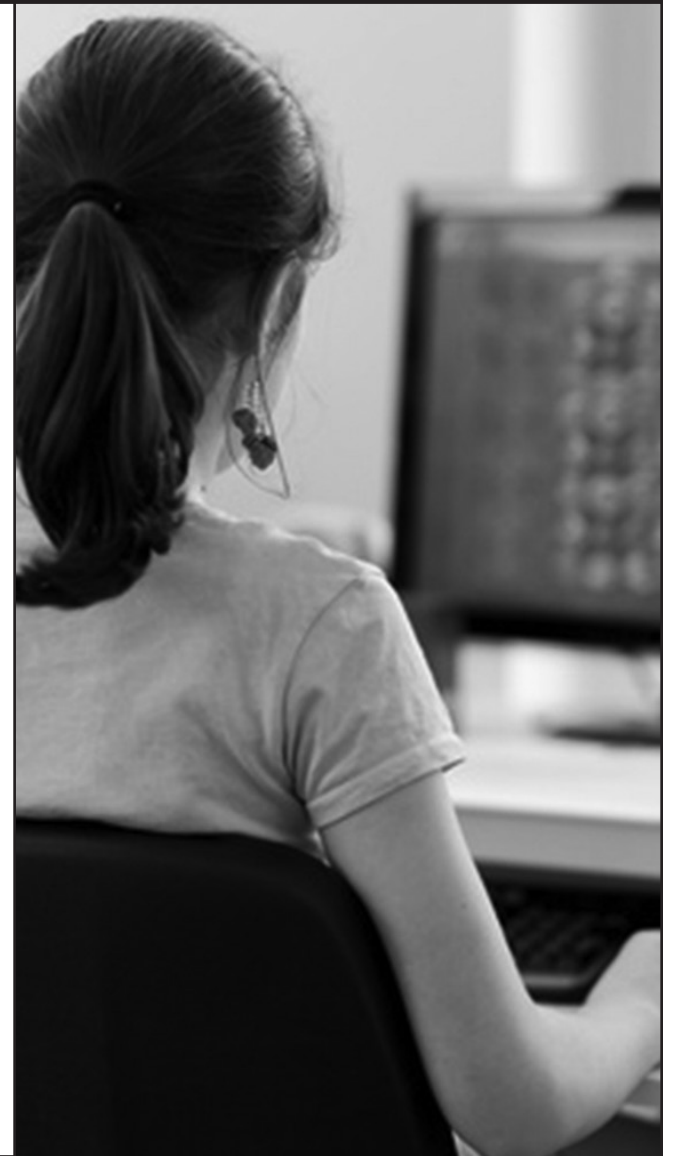
- Students will understand what cyberbullying is and how it can hurt others.
- They will be able to identify cyberbullying situations and act safely to support others.

Common Core Standard(s):

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.

IFC Standard(s):

- Differentiates between important and unimportant details.
- Presents conclusions and supporting facts in a variety of ways. (IFC Assessment 6.4: Conclusions and Supporting Evidence).



GRADE 6

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Introduce this lesson by explaining that young people can't get privileges online unless they show that they are responsible and understand the consequences of being irresponsible.</p> <p>As a group, define bullying and give a few examples (without names or specific incidents at school)</p> <p>As a group, ask students to describe cyberbullying. Ask students why they should care about cyberbullying.</p>	
Guided Practice	<p>Read the scenario at the top of the worksheet "Cyberbullying: Who, Me? Why Should I Care?"</p> <p>After listening to the scenario, ask students to create a Venn diagram in a small group comparing bullying to cyberbullying. Do one example together.</p>	<p>"Cyberbullying: Who, Me? Why Should I Care?" worksheet available at: http://cybersmartcurriculum.org/cyberbullying/lessons/6-8/cyberbullying_who_me_why_should_i_care/</p> <p>Large paper Markers Sample Venn diagram answers</p>
Independent Practice/Check for Student Understanding	<p>Students finish the Venn diagrams. Post the diagrams around the room, and summarize them in one diagram that will stay posted in the classroom. (Sample Venn diagram attached.)</p>	<p>Copies of the "Cyberbullying: Who, Me?..." handout</p>

GRADE 6

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES	RESOURCES
<p>Sharing/Reflection</p>	<p>Two important concepts to make sure to discuss:</p> <ol style="list-style-type: none">1. Cyberbullying is not face-to-face, so it is easier for students to do.2. You cannot control who sees comments online once you've posted them, so the situation can get out of control much more easily than in face-to-face situations. <p>In small groups, ask students to complete the back page of the "Cyberbullying: Who, Me?" worksheet. Compare answers as a group. If more details can be added to the Venn Diagram, do so.</p> <p>Have students complete IFC Assessment 6.4 to summarize the main points they learned and the evidence to support those conclusions.</p> <p>Example: Bystanders contribute to bullying by doing nothing.</p> <p>Evidence: If they do not take action to stop it.</p>
<p>Assessment</p>	<p>Venn Diagram and IFC Assessment 6.4.</p>

Follow up/Extensions:

- Students will explore ways to encourage other students not to participate in cyberbullying, and will participate in role-plays that help them respond to cyberbullying, both as a victim and as a bystander.

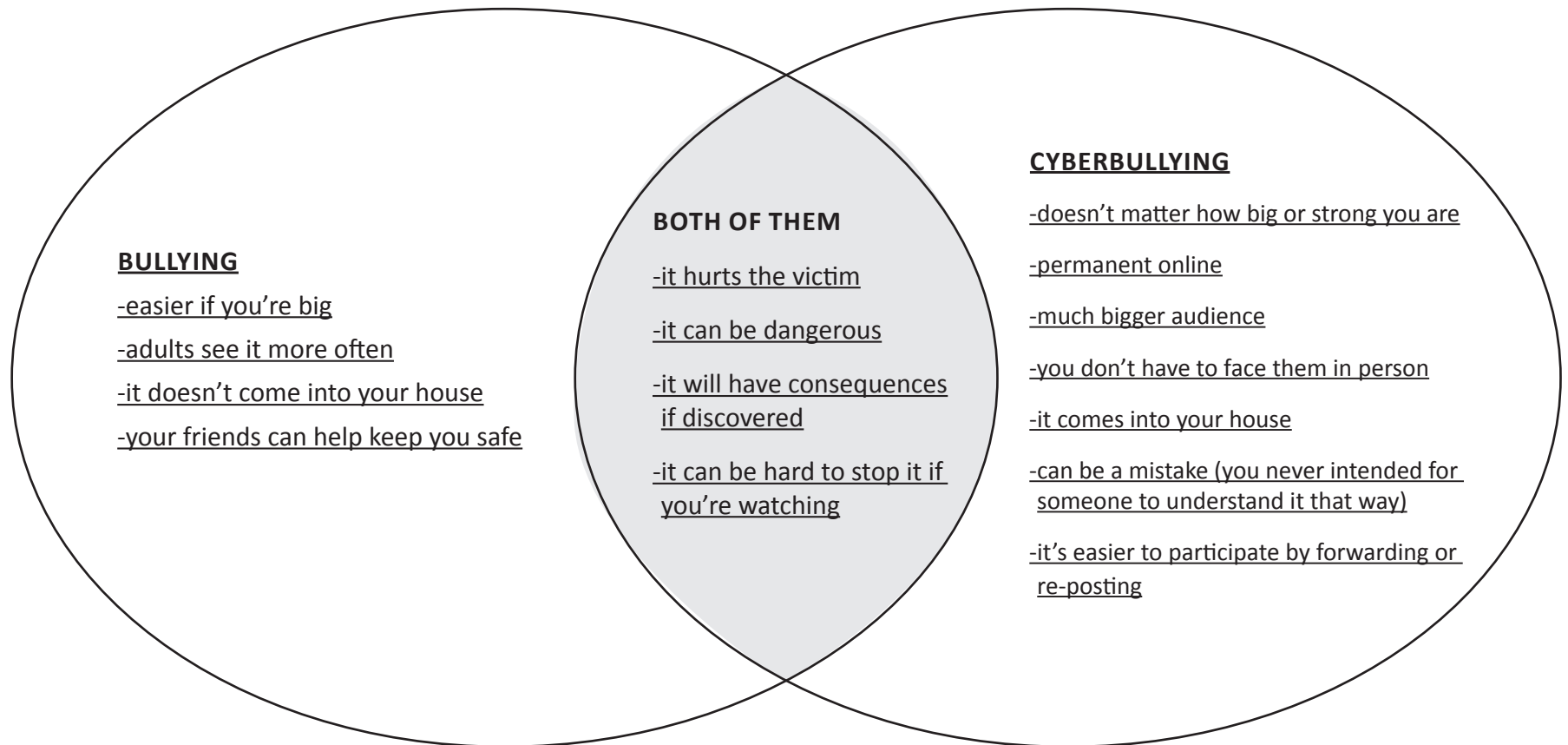
Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/whats-cyberbullying-6-8>

<http://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8>

<http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>

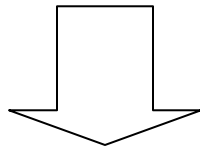
Possible Answers for Venn Diagram activity for Cyberbullying Grade 6 Safety Lesson



Name _____ Class _____

Conclusions and Supporting Evidence

Conclusions



Supporting Evidence

Cyberbully Or Cybersaint

Essential Understanding:

People bully others to exert power and influence over them.

Learning Outcome(s):

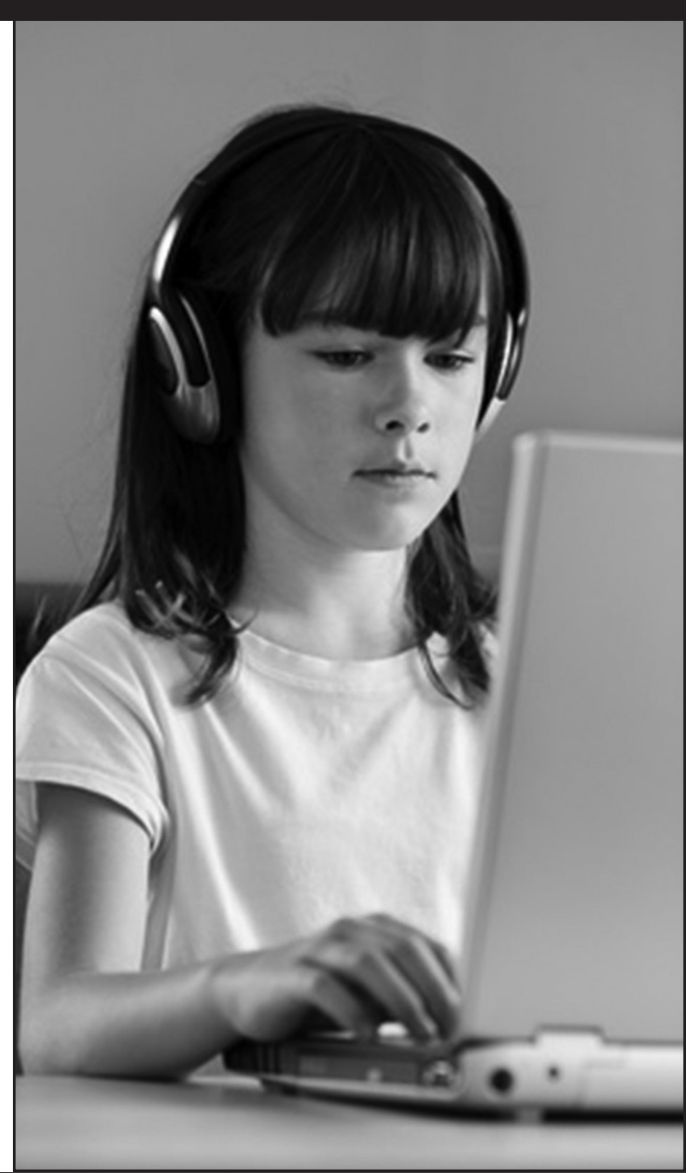
- Students will demonstrate their understanding of cyberbullying by examining their own cyber-behavior.
- Students will also understand the ethical, cultural and societal issues related to their use of technology.

Common Core Standard(s):

- SL.6.1.d. Review the key ideas expressed and demonstrate understanding of the multiple perspectives through reflection and paraphrasing.


IFC Standard(s):

- Demonstrates tolerance for different opinions.



GRADE 6

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Define what cyberbullying is and elicit different examples of it. Record responses.	http://www.nsteens.org/videos/cyberbullying/ http://www.stopcyberbullying.org/why_do_kids_cyberbully_each_other.html
Guided Practice	Read the article, “ Newburyport teens charged in cyberbullying case ” with the students and together rate the perpetrators with the Cyberbullying Quiz.	http://www.boston.com/news/local/breaking_news/2010/02/newburyport_tee.html http://www.stopcyberbullying.org/tweens/are_you_a_cyberbully.html
Independent Practice/Check for Student Understanding	Distribute the STOP Cyberbullying Quiz found at http://www.stopcyberbullying.org/tweens/are_you_a_cyberbully.html . Instruct students to follow the directions and rate their online behavior to determine if they are a Cyber Saint, Cyber Risky, a Cyber Sinner, or a Cyber Bully by filling in one of the templates. They should also write down what they learned about cyberbullying through the quiz. Students will discover that cyberbullying behavior isn’t always deliberate, and often can be a misunderstanding.	 <p>Click here for the Cyber Quiz http://www.stopcyberbullying.org/tweens/are_you_a_cyberbully.html</p> <p>Templates</p>
Sharing/Reflection	Have students share out what surprised them about the quiz and why, and how they might modify their behavior, if necessary, in the future. Discuss cyberbullying tips.	http://www.safekids.com/tips-to-stop-cyberbullying/
Assessment	Templates and Cyberquiz.	

GRADE 6

Digital Citizenship Strand: **Safety**

Follow up/Extensions:

Students can use the following fun websites to learn more about cyberbullying:

<http://www.stopbullying.gov/kids/webisodes/index.html>

<http://www.nsteens.org/>

<http://www.antibullying.net/yprory.htm>

<http://www.safekids.com/tips-to-stop-cyberbullying/>

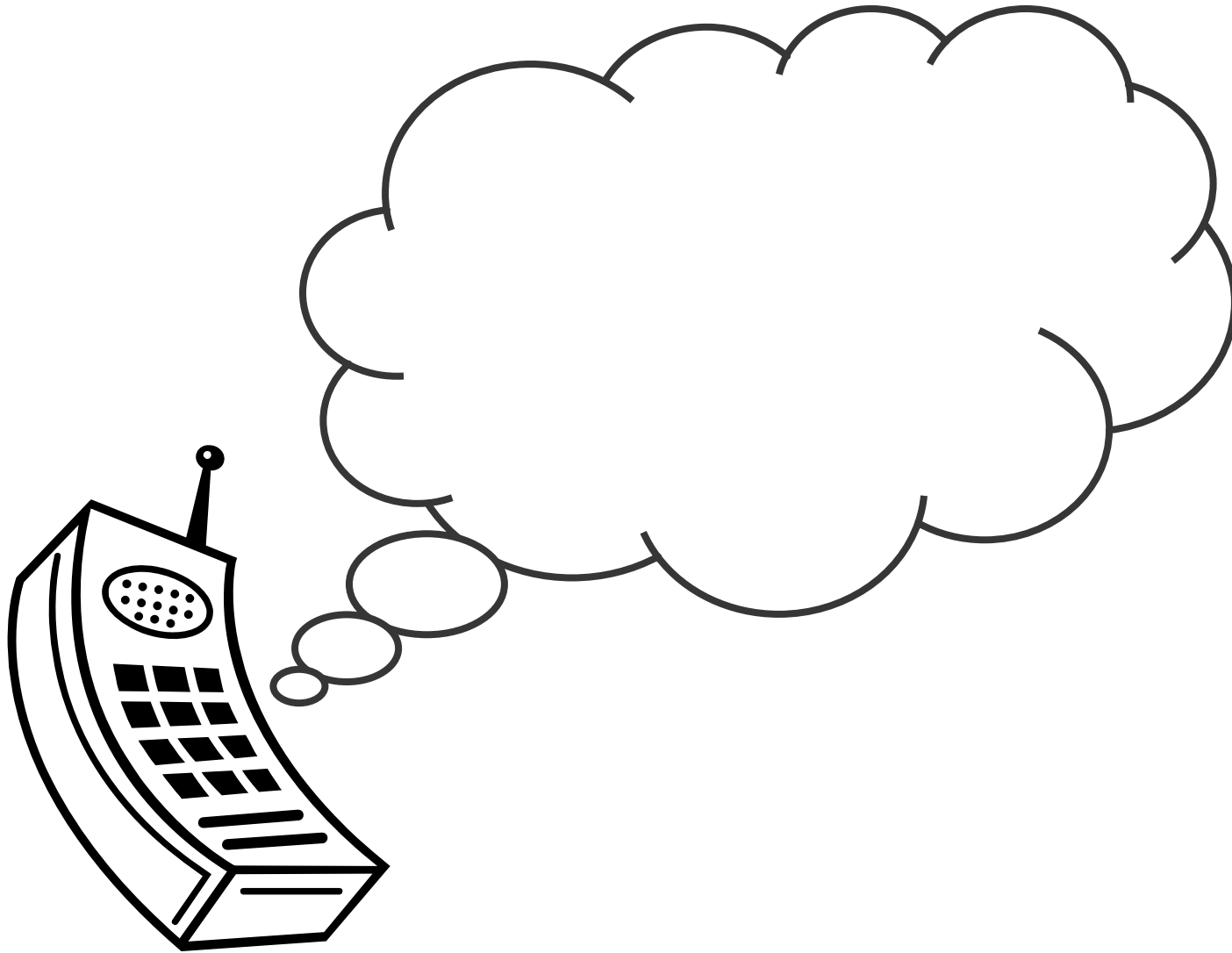
Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/whats-cyberbullying-6-8>

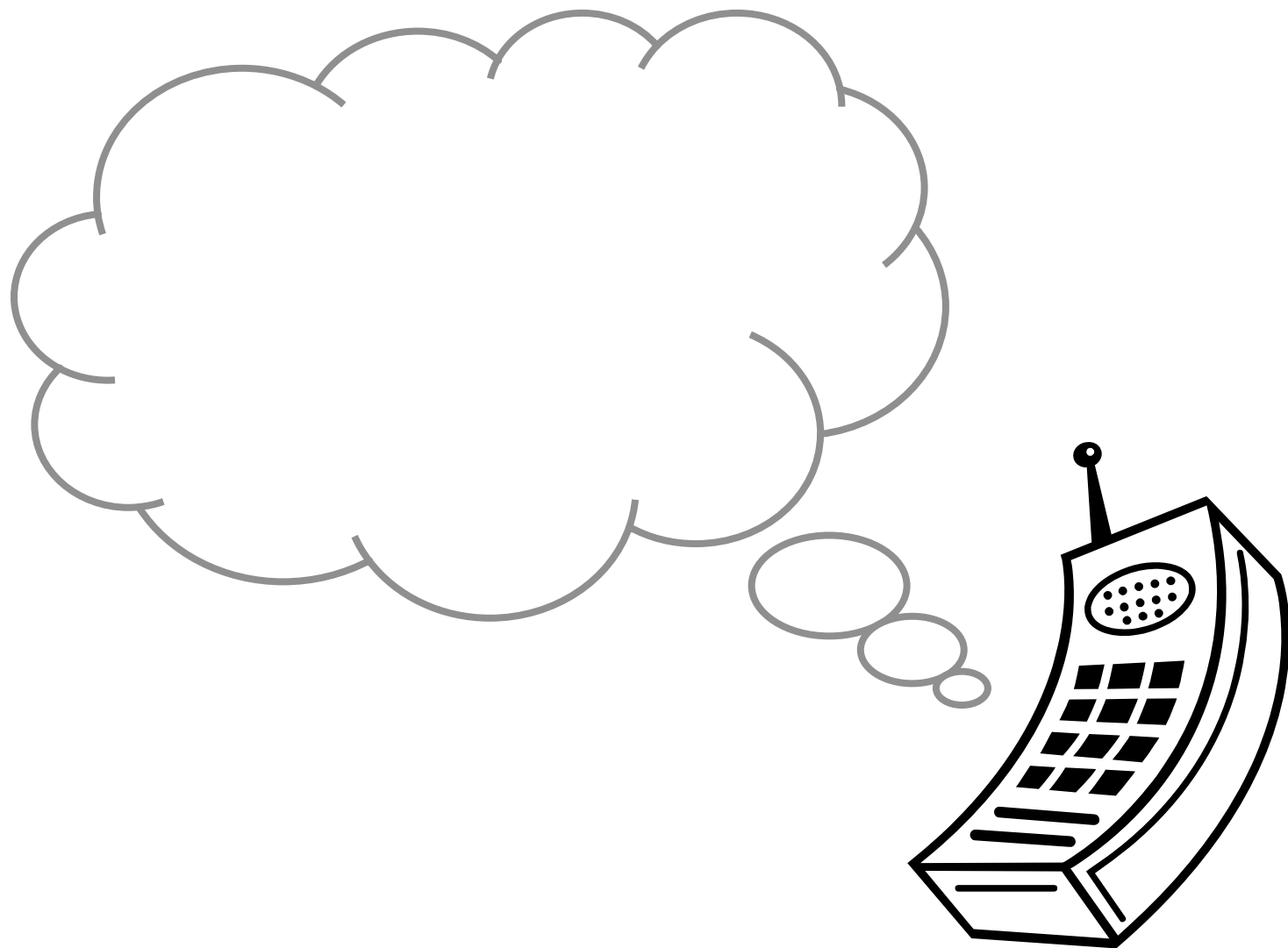
<http://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8>

<http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>

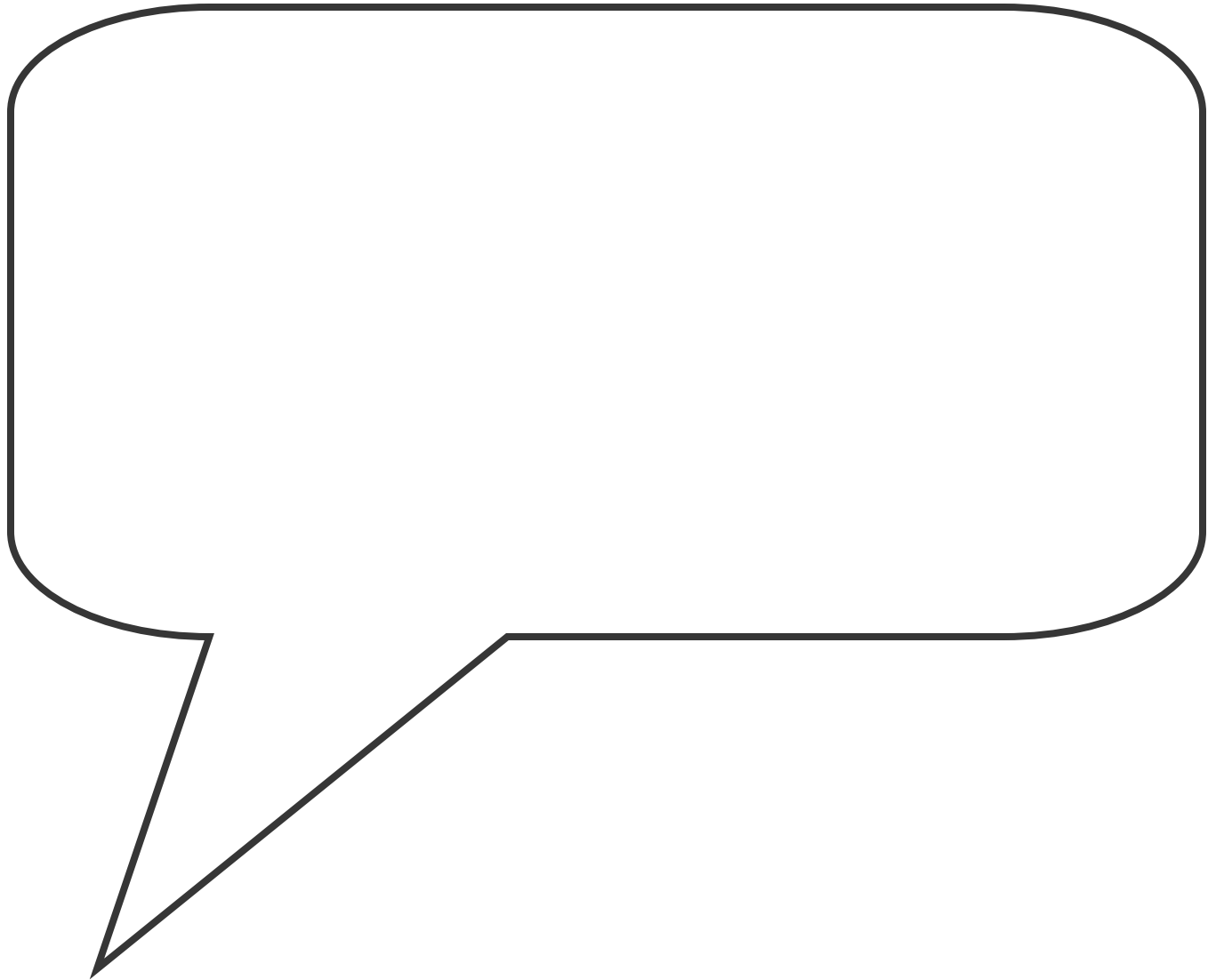
Cyberbully



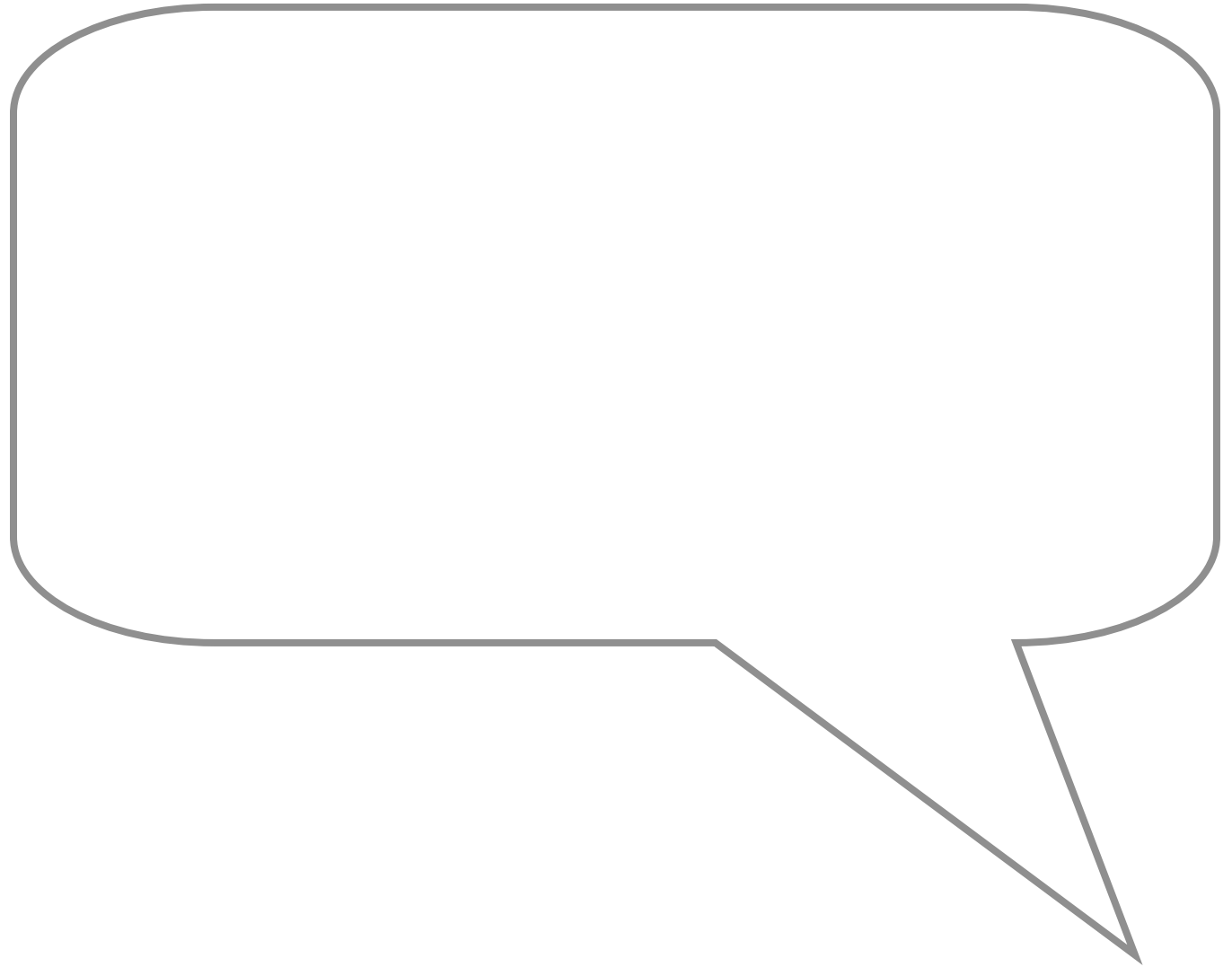
Cybersaint



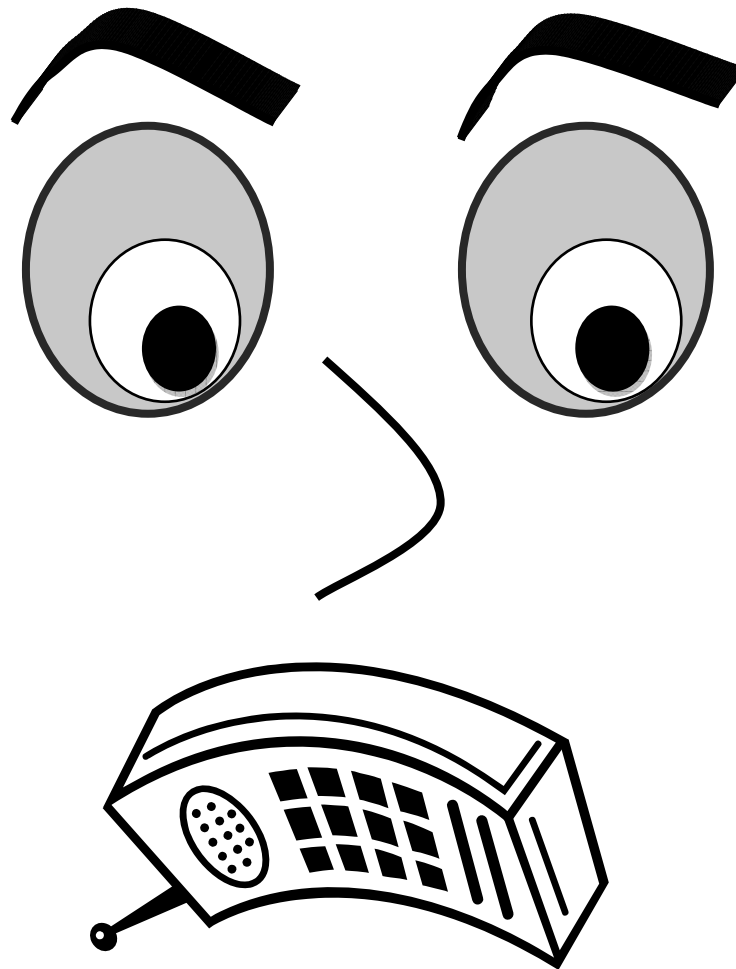
Cyberbully



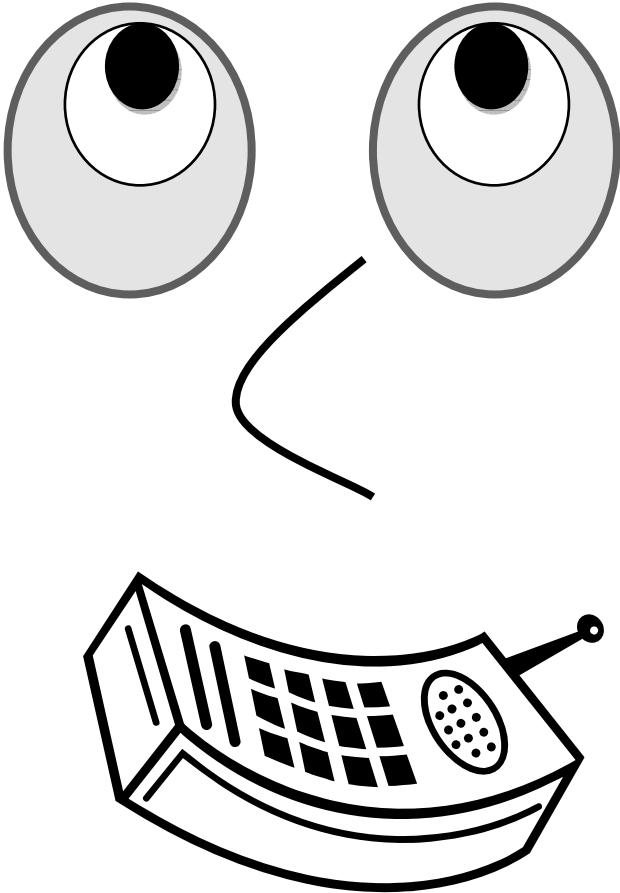
Cybersaint



Cyberbully



Cybersaint



Digital Citizenship Grade 7

Responsibility: Respecting The Digital Privacy of Yourself and Others

- IFC Assessment 8.4: The Effects of Different Perspectives on Issues/Topics

Safety: Cyberbullying

- IFC Assessment 6.4: Conclusions and Supporting Evidence

Safety: Bullying Cannot Happen If Bystanders Decide To Act Against It.

Respecting The Digital Privacy Of Yourself And Others

Essential Understanding:

Behaving responsibly online is essential for safety, security, relationships, and producing quality academic work.

Learning Outcome(s):

- Students will know and be able to use programs and internet sites responsibly, efficiently and ethically.
- Students will understand how to protect their privacy and the privacy of others and why it is important to do so.

Common Core Standard(s):

- SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

IFC Standard(s):

- Considers culturally divergent and opposing viewpoints on topics.
- Recognizes the effect of different perspectives and points of view on information. (IFC Assessment 8.4: The Effects of Different Perspectives on Issues/Topics).



GRADE 7

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Elicit a discussion from the class to define “privacy.” Have them brainstorm possible consequences of revealing private information about themselves or others:</p> <ul style="list-style-type: none"> • Potential predators • Scammers/con artists • Reputation • Relationships • Bullying/teasing 	<p>Who, What, Where, When and Why http://goo.gl/epqM1</p> <p>Kathy Schrock’s 5Ws chart http://kathyschrock.net/abceval/5ws.pdf</p>
Guided Practice	<p>Read the following website together: http://kids.getnetwise.org/safetyguide/danger/privacy</p> <p>Model a debate about one of the website’s proposed solutions: monitoring software.</p> <ol style="list-style-type: none"> 1. What are the benefits to that solution? 2. What are the drawbacks? 	
Independent Practice/Check for Student Understanding	<p>Class Debate on Filters:</p> <ul style="list-style-type: none"> • Divide class into two groups. • Groups must research both sides of argument and support their position with evidence from the website using IFC Assessment 8.4. 	IFC Assessment 8.4
Sharing/Reflection	<ul style="list-style-type: none"> • Selected students from each group will debate the issue while teacher takes notes on a projected blank version of IFC Assessment 8.4. • At the end, class votes on the majority conclusion. • Students then come up with a list of dos and don’ts for all of them to follow to protect their privacy and that of others. 	
Assessment	IFC Assessment 8.4, verbal responses, and do’s and don’ts list.	

Follow up/Extensions:

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/oops-i-broadcast-it-internet-6-8>

<http://www.commonsensemedia.org/educators/lesson/secret-sharer-7-8>

<http://www.commonsensemedia.org/educators/lesson/top-secret-7-8>

- Research digital responsibility using print and digital resources and write an essay.
- Evaluate social networking websites.
- Create a 'Responsible Cyber Surfer' booklet explaining digital responsibility and safety.
- Create a video on digital responsibility and safety.
- Role-play situations--which require knowledge on digital responsibility and safety--in order to problem solve.
- Write a letter to classmates, describing digital responsibility and why it is important. Include a real or imaginary experience and the feelings/consequences of those involved.

Websites:

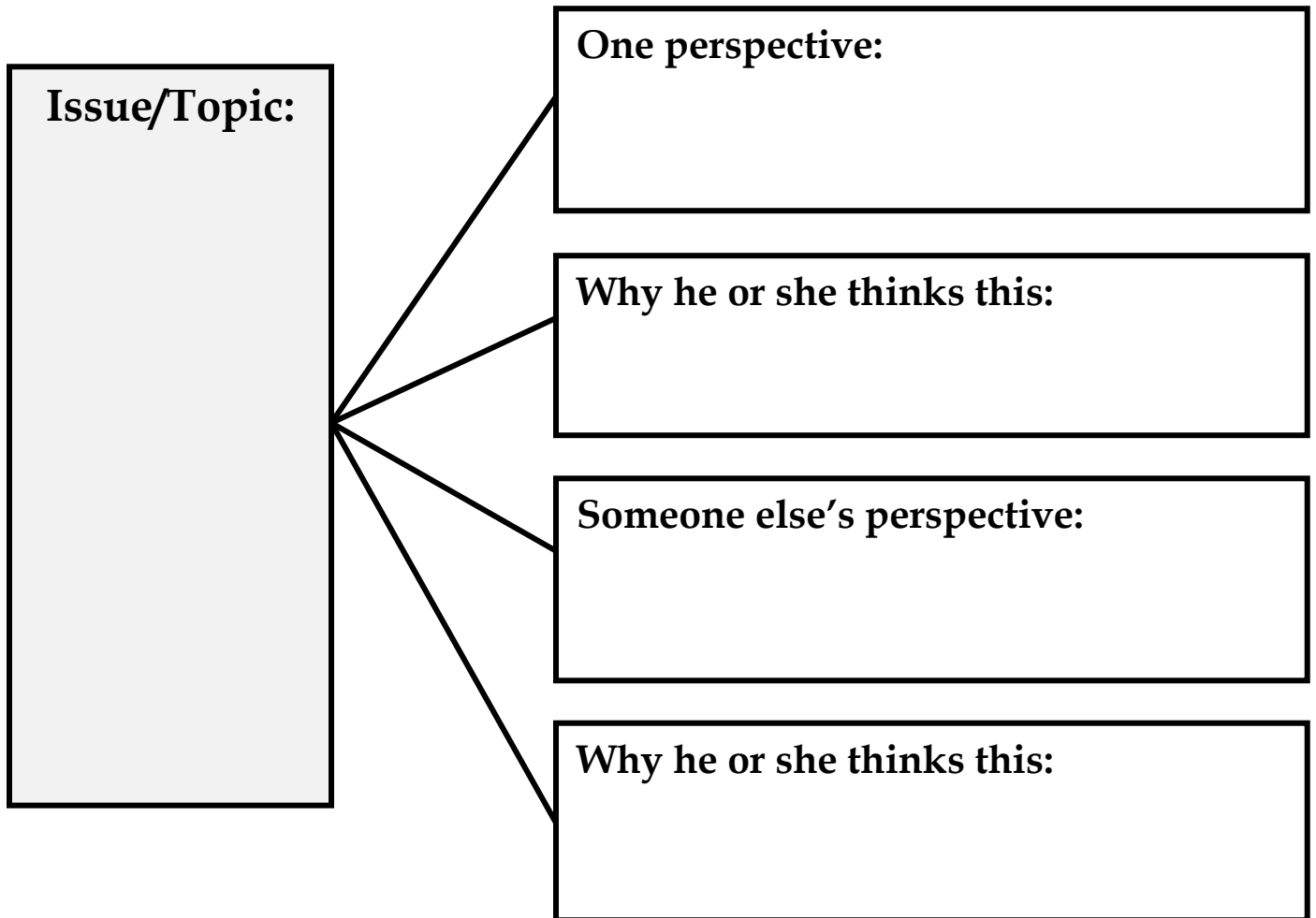
<http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>

<http://kids.getnetwise.org/safetyguide/tips/teens>

<http://www.safeteens.com/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

The Effects of Different Perspectives on Issues/Topics



What I think about the two perspectives:

Cyberbullying

Essential Understanding:

Bullying can only be successful if other people join in it or do nothing to stop it (bystanders).

Learning Outcome(s):

- The students will know and be able to describe bullying and how to avoid being bullied.

Common Core Standard(s):

- RI.7.1.Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

IFC Standard(s):

- Presents conclusions and supporting facts in a variety of ways (IFC Assessment 6.4: Conclusions and Supporting Evidence).



GRADE 7

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Ask the students: How do you protect yourself from bullying? Record responses on interactive whiteboard or chart paper.	Interactive whiteboard
Guided Practice	Display and read <u>“Why Do Bullies Act That Way?”</u> section on the KidsHealth website (Dealing With Bullying). As you read, model how to record textual evidence in note form to answer the question listed. Talk about ways to avoid bullying online. Define: bully, victim, bystander.	Interactive whiteboard Website: http://kidshealth.org/kid/feeling/emotion/bullies.html
Independent Practice/Check for Student Understanding	Students pair up to read and record textual evidence using IFC Assessment 6.4 for the section of the article: Bullying, How to Handle It. As they do so, they should also discuss and record anti-bullying strategies they think may or may not work. Circulate.	http://kidshealth.org/kid/feeling/emotion/bullies.html IFC Assessment 6.4
Sharing/Reflection	Students discuss evidence about why bullies act the way they do and how to handle bullying if you are a participant, bystander or victim. Then students compare and discuss strategies for what anti-bullying techniques may work.	http://kidshealth.org/kid/feeling/emotion/bullies.html IFC Assessment 6.4
Assessment	Can students identify effective strategies? Can students talk about the bully, the victim and the bystander? IFC Assessment 6.4.	

Follow up/Extensions:

- Creation of Common Craft video on cyberbullying (<http://www.commoncraft.com/>)

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/whats-cyberbullying-6-8>

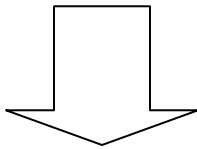
<http://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8>

<http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>

Name _____ Class _____

Conclusions and Supporting Evidence

Conclusions



Supporting Evidence

Bullying Cannot Happen If Bystanders Decide To Act Against It.

Essential Understanding:

Bullying cannot happen if bystanders decide to act against it.

Learning Outcome(s):

- Students will know and be able to identify the role of the bystander, target and bully.
- Students will be able to explain how the role of the bystander is as important as the role of the target and the bully.

Common Core Standard(s):

- 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 their issues, building on others' ideas and expressing their own clearly.

IFC Standard(s)

- Considers divergent and opposing viewpoints on topics.
-

GRADE 7

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES	RESOURCES
<p>Mini Lesson</p>	<p>Prior lesson: What is cyberbullying?</p> <p>Introduce and review vocabulary: bully, target, bystander, role, victim, predator</p> <p>Review: What is cyberbullying?</p> <p>Elicit different types of cyberbullying: one bully posting information; others (bystanders) adding information; violence or suicide as a result; alienation/ isolation of victim; pornographic posting of victim; repercussions in later years (others viewing pornography in future).</p> <p>Discussion of roles.</p>
<p>Guided Practice</p>	<p>Watch video</p> <p>After watching video, elicit and record:</p> <ul style="list-style-type: none"> • identification of the bully, target and bystander • the part/role the target played in the cyberbullying • the part/role the bully played • the part/role the bystander played <p>Then elicit and record:</p> <ul style="list-style-type: none"> • what the target could have done differently • what the bystander could have done differently • what the bully could have done differently

Interactive whiteboard

“One Boy’s Online Tragedy” Teacher’s Domain
<http://www.teachersdomain.org/resource/dgn09.la.rv.visual.elements.tragedy/>

Video segment describes the suicide of Ryan, a middle school student, after he receives a series of taunting, homophobic and other harassing comments posted online from other students. His father discovers this when he investigates Ryan’s online activities (after Ryan’s death).

GRADE 7

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	Students pair up to read and record textual evidence using IFC Assessment 6.4 for the section of the article: " <u>Bullying, How to Handle It.</u> " As they do so, they should also discuss and record anti-bullying strategies they think may or may not work. Circulate.	<u>"Fighting on My Space"</u> http://www.teachersdomain.org/resource/dgn09.la.rv.visual.elements.fightinms/ This video segment describes a confrontation that began on MySpace and escalated into a physical fight in the cafeteria.
Sharing/Reflection	Discuss: How does the role of cyberbullying differ in the second video? (The other students add to the cyberbullying and are involved in the riot in the cafeteria. More people are injured and there are more victims - several of which are bystanders.) Create a class list of ways each character could have prevented cyberbullying.	
Assessment	Discussion and class list.	

Follow up/Extensions:

- Create a Common Craft video (not longer than one minute) with illustrations of a cyberbullying narrative and post on Common Craft site or vimeo.com (<http://www.commoncraft.com>)
- Create a storyboard/video that is a follow-up to this one—with a positive ending (i.e., what should the victim and bystanders have done to prevent cyberbullying?)
- Present videos to a school-wide audience

Common Sense Media:

<http://www.common sense media.org/educators/lesson/whats-cyberbullying-6-8>
<http://www.common sense media.org/educators/lesson/cyberbullying-crossing-line-6-8>
<http://www.common sense media.org/educators/lesson/cyberbullying-be-upstanding-6-8>

Digital Citizenship Grade 8

Responsibility: How To Compose Proper E-mails

- Worksheet: Proper E-mail Writing Lesson

Responsibility: E-mail and Online Communication Etiquette

- Worksheet: Do's and Don'ts -Rules for Good Online Communication
- Worksheet: Top 5 Methods of Electronic Communication

Safety: Cyberbullying

Survey

How To Compose Proper E-mails

Essential Understanding:

Knowing how to compose proper e-mails will be an asset in the professional and academic world since it is the most common form of communication.

Learning Outcome(s):

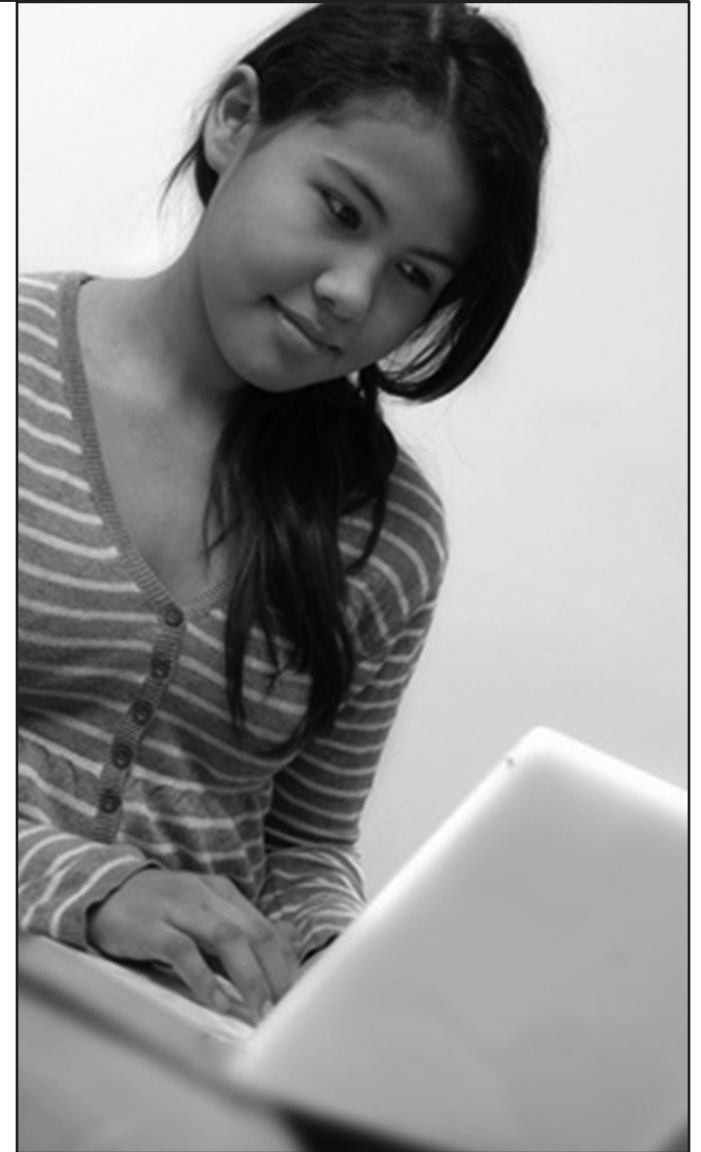
- Students will know and be able to practice the rules of e-mail etiquette
- Students will know how to compose and send e-mail.

Common Core Standard(s):

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind the presentation.

IFC Standard(s):

- Experiments with various types of multimedia software and online applications for artistic and personal expression.



GRADE 8

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES	RESOURCES
<p>Mini Lesson</p>	<p>1. State the purpose of the lesson, “Today we will learn about e-mail etiquette.” Read aloud a few titles of books you may have on the subject. Ask, “What does the word, “etiquette” mean?”</p> <p>2. Very quickly, give the Oxford English Dictionary definition: Etiquette is a code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class or group.</p> <p>Very slowly, give a simpler definition: Etiquette is the do’s and don’ts of how to behave in different situations.</p> <p>3. Elicit from the students, examples of etiquette practiced in different situations. e.g. movie theater, restaurant, bowling, dating (10 years from now).</p>
<p>Guided Practice</p>	<p>Provide the students with a real-life scenario using their teacher’s name and details of an assignment that a student in the class will e-mail to the teacher. Project student’s e-mail on interactive whiteboard, ELMO or chart paper. Elicit what is wrong and allow the students to come up and to edit the e-mail.</p>
<p>Independent Practice/Check for Student Understanding</p>	<p>Working in groups, students will edit another sample student e-mail to be sent to a teacher, a Principal, an author, an educational expert, a college admissions officer, etc. Each group should receive a different sample e-mail.</p>

GRADE 8

Digital Citizenship Strand: Responsibility

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Sharing/Reflection	<p>Ask the students to share out their corrections and use that knowledge to create a list of guidelines for proper behavior when composing and sending e-mail. Students may organize their thoughts using a T-Chart (Do's and Don'ts of e-mail Etiquette).</p> <p>Record student responses. The list should include the following:</p> <ul style="list-style-type: none">Use an appropriate screen name.Fill-in the subject box.Remember who you are communicating with. Don't get personal!Watch your spelling, grammar and tone (not too friendly, familiar, or disrespectful).Do not include slang, emoticons, profanity.Avoid using all caps, long rows of exclamation points, bold fonts. They are the equivalent of yelling.Always reread before sending. Ask yourself: Would I say this to the person's face? If not, rewrite, reread, then send. <p>(From a previous lesson, the students also learned not to forward chain letters, or unnecessary e-mails).</p> <p>Have students fill out exit cards.</p>	
Assessment	Oral responses and an exit card listing as many do's and don'ts of e-mail etiquette as they can.	

Follow up/Extensions:

Students create a Common Craft video on e-mail etiquette (<http://www.commoncraft.com>)

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/writing-good-e-mails-4-5>

Sample Student e-mail

From: cutiejen@gmail.com

To: Ms. Maguire

Subject:

Hey Miss!!

How you doing?? Sorry it late :P Here is my brosure project on middle region. I hope u like it! :D I wud have given it in sooner but I was mad tired last nite and didn't have time to finish it plus my sister was on the computer doing her project so I didn't have time to finish!!! (she is soo annoying! Lol) Anyways do u think I'll pass ur class please I have to or my mom will KILL ME!!! Plz let me now ASAP!!! Talk to you soon! THX!! Jen

E-mail and Online Communication Etiquette

Essential Understanding:

Being mindful and respectful in all communication forms ensures misunderstandings, conflicts, and confusion will not happen.

Learning Outcome(s):

- Students will know and be able to decide what online communication tool to use depending on the situation.
- Students will understand what the do's and don'ts are for the various online means of communication.

Common Core Standard(s):

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind the presentation.

IFC Standards(s):

- Experiments with various types of multimedia software and online applications for artistic and personal expression.
-

GRADE 8

Digital Citizenship Strand: Responsibility

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Mini Lesson	<p>Discussion of various methods of electronic communication used by students.</p> <p>Elicit some general characteristics of how kids might communicate when they are:</p> <p>Texting their friends:</p> <ul style="list-style-type: none">• Lowercase letters• Informal tone and incomplete sentences• Abbreviations and Internet slang (e.g., LOL)• Emoticons• Assuming kids know what’s being referred to (incomplete context) <p>Writing assignments for class? Sample responses:</p> <ul style="list-style-type: none">• Paragraph structure• Standard grammar and spelling• Formal tone and complete sentences• Need to explain fully what’s going on (complete context) <p>Making a comment on a public message board? Sample responses:</p> <ul style="list-style-type: none">• Would identify who I’m responding to by pasting in their post before my response• Probably not be too familiar in tone• Would reveal little or no personal information	<p>Worksheet: Top 5 Methods of Electronic Communication</p> <p>Responses from Common Sense Media:</p> <p>http://www.commonsensemedia.org/educators/lesson/forms-and-norms-6-8</p>
Guided Practice	Using e-mail as the example, ask who it is for (Friend). Model how to change the content so the e-mail is appropriate for a teacher.	Create Sample e-mail Worksheet

GRADE 8

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	Each student will work independently to alter a communication form to another (public posting to class assignment, friend to parent, class assignment to friends, etc.)	Create Handout Samples for Individuals
Sharing/Reflection	Students discuss their alterations and share out general rules for good communication in all settings.	Handout: Rules for Good Online Communication
Assessment	Individual worksheets filled out. Group worksheets signed and initialed by all members of the group showing full participation.	

Follow up/Extensions:

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/forms-and-norms-6-8>

Name: _____

Class: _____

Top 5 Methods of Electronic Communication

#	Method of Communication	Equipment Needed to use it	What you like about it	What you don't like about it	What you use it for:

Rules for Good Online Communication

DO's

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DON'Ts

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Cyberbullying

Essential Understanding:

Confronting socially irresponsible behavior is just as important as not engaging in it.

Learning Outcome(s):

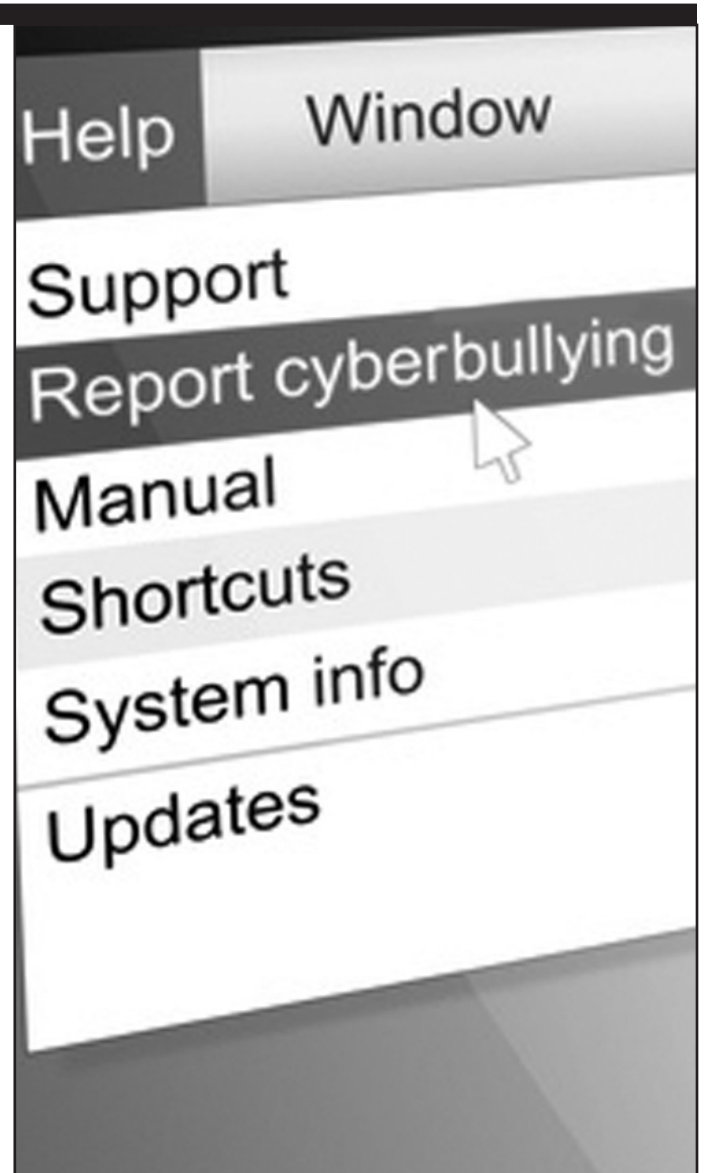
- Students will understand that they have a responsibility to respect others when communicating on line.
- Students will learn socially irresponsible behavior is harmful and can lead to serious consequences.

Common Core Standard(s):

- SL.8.1. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

IFC Standard(s):

- Helps to organize and integrate contributions of all group members into projects.



GRADE 8

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Hand out the survey, have the students fill it out. Discuss briefly.	Handout: Brief Survey on Digital Citizenship and Social Responsibility
Guided Practice	<p>Review internet safety rules.</p> <p>Read aloud a selection of scenarios/present short films. We will identify different character roles: bully, victim, bystander. We will discuss possible resolutions to the conflicts (social responsibility and legal ramifications). Students will consider the consequences that result from certain actions.</p> <p>Cyberbullying is using the internet, cell phones or other devices to send a post or text messages intended to hurt or embarrass another person.</p> <p>Kids who are not cyber bullying but who see, hear, or know about it are called bystanders.</p> <p>The target (victim) is anyone who has been humiliated or frightened via the internet, text or other online device.</p> <p>Social Responsibility means taking responsibility for our actions toward others. It means standing up for what is right.</p>	Mini Scenes and films from " Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying " (nets.smarts.org)

GRADE 8

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	Divide class into six groups. Three groups will read mini scenario hand outs and discuss possible appropriate interventions. These students will identify the roles of the bully, victim and bystander. The other three groups will conduct research using <u>On Guard Online Stop Think Click</u> . These groups will look for examples and consequences of bullying behavior online.	Mini scene hand outs: Mini Scene #2 adapted from " <u>Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying</u> ". Booklet: <u>On Guard Online Stop Think Click</u> from Netsmarts.org for teens.
Sharing/Reflection	Re-group students so that each group has members from each of the activities above. Group members share and discuss what they learned from the mini scene and the booklet.	
Assessment	Student discussion responses.	

Follow up/Extensions:

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/whats-cyberbullying-6-8>

<http://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8>

<http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>

Brief Survey on Digital Citizenship and Social Responsibility

Social responsibility means being responsible for our actions toward others. Behaving responsibly means treating others with respect, aiding those who need our help and standing up for what is right.

Social responsibility can involve action or inaction. We act when we intervene to stop something we know is wrong. Inaction can mean refusing to join in with others who are doing something we don't agree with.

Complete the following survey:

	True	False
1. I know I am responsible for my actions.	_____	_____
2. I think before I act.	_____	_____
3. If someone doesn't intervene when they see someone being attacked, they are responsible for any harm that results.	_____	_____
4. I expect others to help me if I am being attacked.	_____	_____

Briefly describe one time when you did or did not act responsibly when on the Internet:

Digital Citizenship

Grade 9

Responsibility: How To Compose Proper E-mails

- Worksheet: Plagiarized or Not
- PowerPoint: Plagiarism Trial
- Worksheet: Plagiarism Trail Answer Key

Safety: Phishing and Viruses

- Worksheet: Phishing and Viruses Sheet
- PowerPoint: Phishing and Viruses
- PowerPoint: Phishing and Virus Examples

Plagiarism

Essential Understanding:

Plagiarism prevents us from learning and exploring new ideas and knowledge.

Learning Outcome(s):

- Students will know and be able to explain what plagiarism is and how to prevent it.

Common Core Standard(s):

- W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

IFC Standard(s):

- Takes notes using one or more of a variety of note-taking strategies including reflecting on the information.
- Cites all sources used according to standard style formats.



GRADE 9

Digital Citizenship Strand: Responsibility

	LEARNING/TEACHING ACTIVITIES	RESOURCES
Mini Lesson	<p>Have you ever known anyone or heard anyone in the news that has been guilty of plagiarism? What was the effect on the victim? How did that person stop it? What were the consequences imposed on the person who plagiarized?</p> <p>Discuss: Why is plagiarism considered a crime? Introduce video interview of Kaavya Viswanathan by Katie Couric. This interview portrays an example of plagiarism in the U.S. by a teen-ager attending Harvard University and the consequences.</p> <p>Explain that students may use other authors' ideas/words but must do it ethically by citing the sources correctly.</p> <p>Show examples on how and when to paraphrase, quote and cite sources correctly using MLA style.</p>	<p>Watch video about plagiarism involving teenaged Harvard author Kaavya Viswanathan, who wrote <u>How Opal Mehta Got Kissed, Got Wild and Got a Life</u>: http://www.ndtv.com/video/player/news/plagiarism-continues-to-haunt-kaavya/2547</p> <p>Owl at Purdue http://owl.english.purdue.edu/owl/search.php</p> <p>Citation Machine http://citationmachine.net/</p> <p>Research Guide for Students http://www.aresearchguide.com/12biblio.html#1</p>
Guided Practice	<p>Explain that students are going to be jurors for a Plagiarism Trial. Model the first example (Defendant 1) from the PowerPoint.</p>	<p>PowerPoint, Plagiarism Trial: Who is Guilty? Handout: Who is Guilty?</p>

GRADE 9

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	Students will review comparisons on text examples of fictional defendants to an original text to determine if the fictional defendants paraphrased or plagiarized (not putting quotes around copied passages from the original text, not putting in citations, not paraphrasing in own words but using too many phrases/words from the original, etc.) Discuss results.	Plagiarism Answer Key
Sharing/Reflection	Students will discuss what should/should not happen to Kaavya because she plagiarized from two other authors, leading into a larger discussion of the ethical issues and the consequences of plagiarism. Students will discuss how to avoid plagiarism and do well academically in school.	
Assessment	Plagiarism Sheet	

Follow up/Extensions:

- Students will use IFC Assessments 9.3 and 10.5 in their research assignments.

Common Sense Media: <http://www.common sense media.org/educators/lesson/copyrights-and-wrongs-9-10>

Name _____ Date _____

Directions: In the first column, write down if the student plagiarized or not. In the second column, write down why or why not.

Student 1:

Student 2:

Student 3:

Student 4:

Student 5:

Student 6:

REASON:

Plagiarism Trial

Who is guilty?

Original Text

- Few Americans knew anything about Pearl Harbor, Hawaii, before December 7, 1941, but ever since it has been known as the site of the greatest military defeat in United States History.
- Relations with Japan had worsened throughout the 1930's. Japan wanted to build a large political and commercial empire similar to those established by many Western nations during the 19th century. Japan had taken over Germany's valuable trading colonies in China at the end of World War 1.

Example I

- Americans knew nothing about Pearl Harbor, Hawaii, before December 7, 1941, but ever since it has been known as the greatest military defeat in United States History.
- Dealings with Japan had worsened throughout the 1930's. Japan wanted to build a big political and commercial empire similar to those of many Western nations during the 19th century. Japan had taken over Germany's valuable trading colonies in China at the end of World War 1.

Example II

Pearl Harbor was a pivotal event in American History: not only did it mark the entry of the United States into World War II, it was also the greatest military attack against our country until September 11th.

America's relationship with Japan had been deteriorating throughout the 1930s. Japan wanted to carve out an Asian empire—it had already usurped Germany's old trading colonies--but its ambitious aims brought it into conflict with the United States over oil and its conquest of China: a key American ally in the Pacific (*The Battle of Pearl Harbor 1*).

Example III

Few Americans knew anything about Pearl Harbor, Hawaii, before December 7, 1941, but ever since it has been known as the site of the greatest military defeat in United States History.

Relations with Japan had worsened throughout the 1930's. Japan wanted to build a large political and commercial empire similar to those established by many Western nations during the 19th century. Japan had taken over Germany's valuable trading colonies in China at the end of World War 1.

Example IV

Pearl Harbor was a pivotal event in American History: not only did it mark the entry of the United States into World War II, it was also the greatest military attack against our country until September 11th.

America's relationship with Japan had been deteriorating throughout the 1930s because "Japan wanted to build a big political and commercial empire similar to those of many Western nations during the 19th century" (*The Battle of Pearl Harbor 1*).

Example V

Today, Pearl Harbor is synonymous with the Japanese attack and American's entry into World War II. However, prior to that critical event, most Americans probably could not identify Pearl Harbor on a map. All of that changed irrevocably on December 7th, 1941, when Japan lead a surprise invasion on American's naval fleet.

The relationship between America and Japan had been going downhill since the 1930s. Japan wanted to build a large political and commercial empire similar to those established by many Western nations during the 19th century. Japan had taken over Germany's valuable trading colonies in China at the end of World War 1.

Example VI:

Pearl Harbor was a pivotal event in American History: not only did it mark the entry of the United States into World War II, it was also the greatest military attack against our country until September 11th.

America's relationship with Japan had been deteriorating throughout the 1930s. Japan wanted to carve out an Asian empire—it had already usurped Germany's old trading colonies--but its ambitious aims brought it into conflict with the United States over oil and its conquest of China: a key American ally in the Pacific.

Defendant 1:

You are guilty because you only changed a few words of the original text. This is not paraphrasing. You also failed to cite where you found the information.

Defendant 2:

You are innocent! You paraphrased the original text well and cited where you found the information you did not know!

Defendant 3:

You are guilty of plagiarism! You copied the original source word-for-word.

Defendant 4:

You are innocent! You wrote an original introduction, put text from the source in quotes, and cited where you found the information.

Defendant 5:

You are guilty! You copied whole sentences from the original text without putting them in quotes or citing where you found the information.

Defendant 6:

You are guilty! You paraphrased well but did not cite where you found the information because it is not common knowledge.

Phishing and Viruses

Essential Understanding:

Knowing how to navigate the web safely gives us the tools to prevent disruptions and security risks when we are online.

Learning Outcome(s):

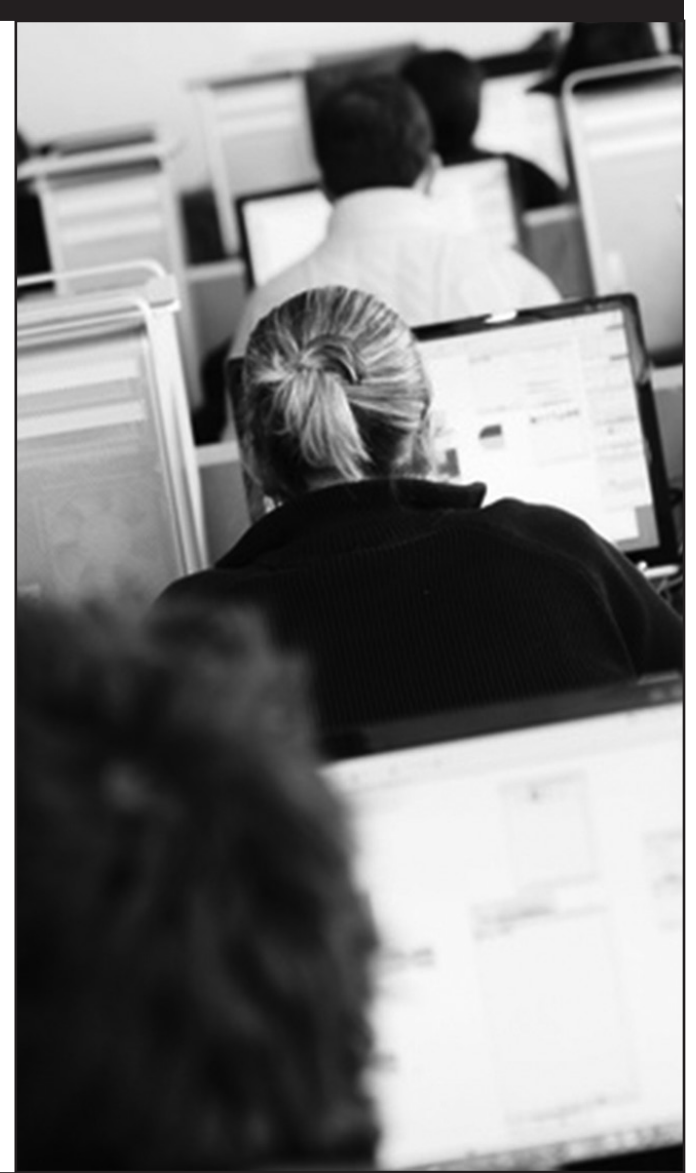
- Students will know and be able to understand the meaning of, ways to identify, and strategies for avoiding instances of phishing and types of e-mail/internet viruses.

Common Core Standard(s):

- SL.9.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

IFC Standard(s):

- Understands and builds on the ideas of others.



GRADE 9

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Librarian presents power point about phishing and viruses to initiate class discussion of the topic.	PowerPoint Presentation—Phishing Viruses
Guided Practice	Librarian presents examples of phishing, viruses, and other scams: e-mail detailing problem with bank account, etc. Compare and contrast which examples are legitimate and why. Elicit the type of information phishing scams and accidental viruses hope to collect and possible consequences, what signs to look out for in e-mails, “friend requests”, etc.	http://computer.howstuffworks.com/phishing1.htm Phishing and Virus Examples PowerPoint
Independent Practice/Check for Student Understanding	Students work in pairs and look at/read different examples of phishing and viruses to compare and contrast which examples are legitimate and which are not and why.	Handout with Examples
Sharing/Reflection	Pairs share out results and discuss.	
Assessment	Phishing Sheet Students fill out sheet detailing how they will alter their online behavior to avoid phishing and virus scams in the future.	

Follow up/Extensions:

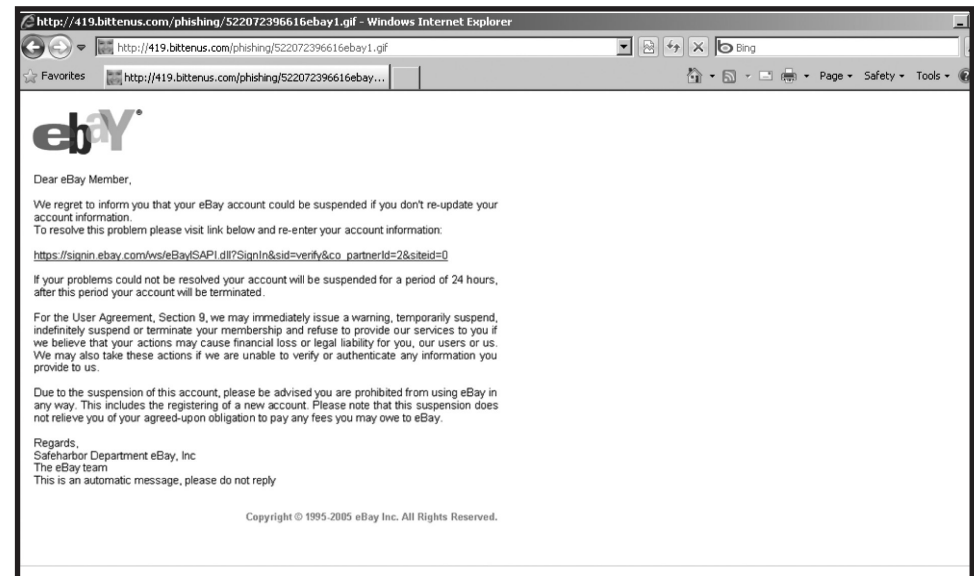
Common Sense Media:

<http://www.common sense media.org/educators/lesson/scams-and-schemes-9-12>

<http://www.common sense media.org/educators/lesson/does-it-matter-who-has-your-data-9-12>

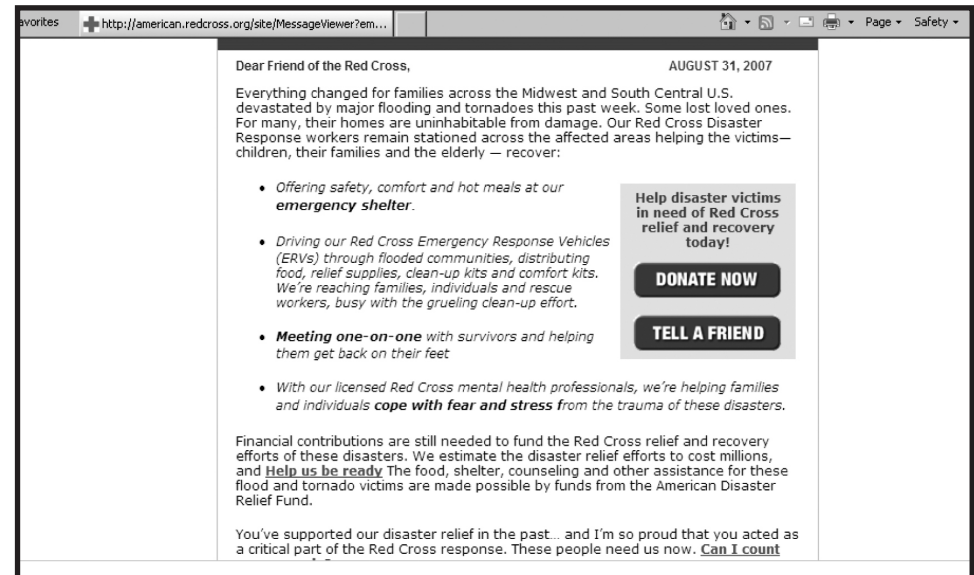
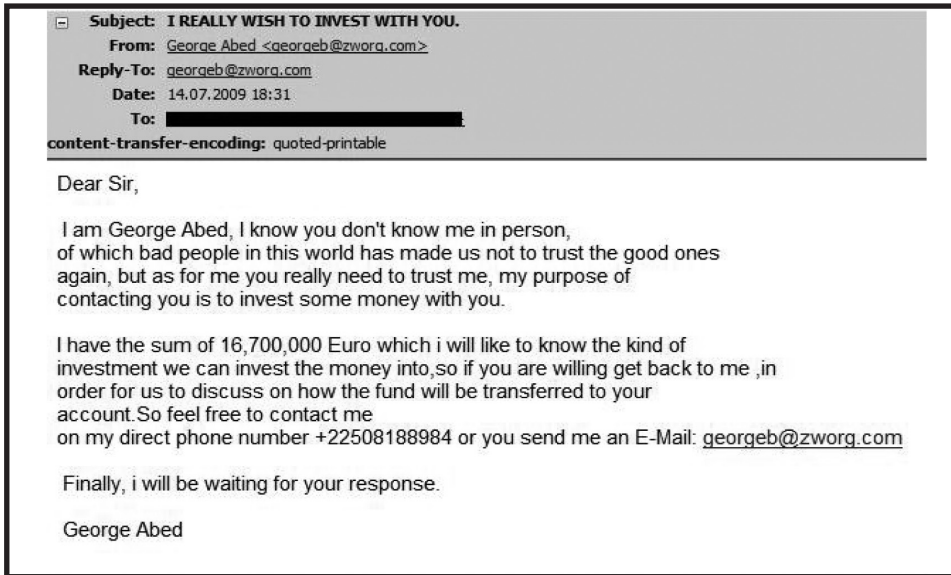
<http://www.ftc.gov/bcp/edu/microsites/onguard/>

Phishing and Viruses Sheet



1. Look at the two examples above. Which one is a phishing example? _____
2. How do you know? _____
3. What is the purpose of the information in the phishing example? *To inform? Persuade? Elicit? Alarm?* _____
4. What are the consequences if a person gives the phishing example the information they are seeking? _____

Phishing and Viruses Sheet



1. Look at the two examples above. Which one is a phishing sample? _____
 2. How do you know? _____
 3. What steps will you take to make certain you will never be a victim of a phishing scam or a virus? _____
- _____
- _____
- _____

Phishing & Viruses



Phishing

Phishing is a way of attempting to acquire sensitive information such as usernames, passwords and credit card details by masquerading as a trustworthy entity in an electronic communication.



First recorded use of the term "phishing" was made in 1996. The term is a variant of *fishing*, and alludes to baits used to "catch" financial information and passwords.

Communications Purporting to be from

- Popular social web sites
- Auction sites
- Online payment processors
- IT administrators

- Phishing is typically carried out by email or IM
- Usually directs users to enter details at a fake website whose look and feel are almost identical to the legitimate one

Virus

When you listen to the news, you hear about many different forms of electronic infection. The most common are:

- Virus (Computer Virus)
- Email Virus
- Worm
- Trojan Horse



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Computer Virus

Viruses - A virus is a small piece of software that piggybacks on real programs. For example, a virus might attach itself to a program such as a spreadsheet program. Each time the spreadsheet program runs, the virus runs, too, and it has the chance to reproduce (by attaching to other programs) or wreak havoc.



Email Virus

An e-mail virus travels as an attachment to email messages, and usually replicates itself by automatically mailing itself to dozens of people in the victim's e-mail address book.

ALERT

Some e-mail viruses don't even require a double-click -- they launch when you view the infected message in the preview pane of your e-mail software.

Trojan Horse

A Trojan horse is a computer program. The program claims to do one thing (it may claim to be a game) but instead does damage when you run it (it may erase your hard disk).



Unlike viruses, Trojan horses do not replicate themselves but they can be just as destructive. One of the most insidious types of Trojan horse is a program that claims to rid a computer of viruses but instead introduces viruses onto the computer.

Trojan horses may allow a hacker remote access to a target computer system. Once a Trojan horse has been installed on a target computer system, a hacker may have access to the computer remotely and perform various operations.

Worm

A worm is a small piece of software that uses computer networks and security holes to replicate itself. A copy of the worm scans the network for another machine that has a specific security hole. It copies itself to the new machine using the security hole, and then starts replicating from there, as well.



Examples

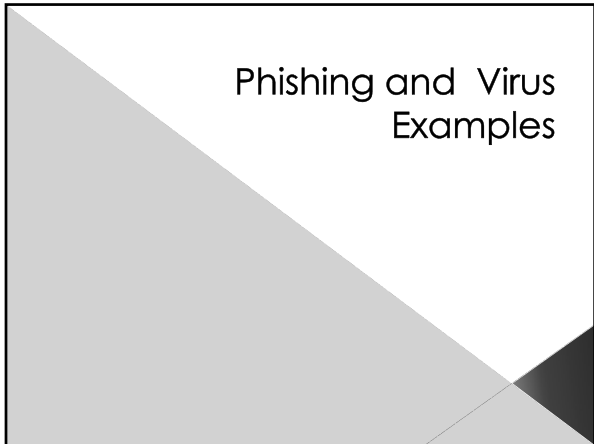
- Mydoom worm infected approximately a quarter-million computers in a single day in January 2004.
- Melissa virus in March 1999, was so powerful that it forced Microsoft and a number of other very large companies to completely turn off their email systems until the virus could be contained.
- In January 2007, a worm called Storm appeared -- by October, experts believed up to 50 million computers were infected. That's pretty impressive when you consider that many viruses are incredibly simple.

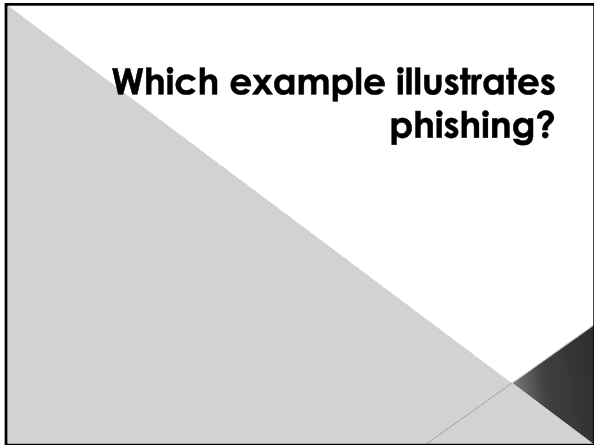
Prevention

- Software
- Awareness
- Tricks
- Intellect

Common Craft

www.commoncraft.com









What is the purpose of the information in the phishing example verses the legitimate one?

- Inform?
- Persuade?
- Elicit?
- Alarm?

Phishing Email

Subject: **I REALLY WISH TO INVEST WITH YOU.**
 From: George Abed <georgeab@zworra.com>
 Reply-To: georgeab@zworra.com
 Date: 14-07-2009 18:31
 To: [REDACTED]

content-transfer-encoding: quoted-printable

Dear Sir,

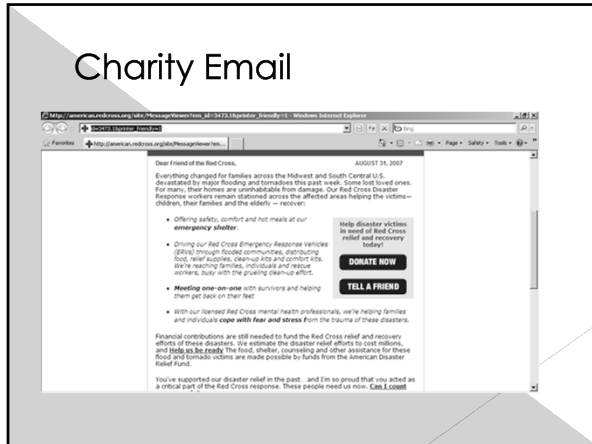
I am George Abed, I know you don't know me in person, of which bad people in this world has made us not to trust the good ones again, but as for me you really need to trust me, my purpose of contacting you is to invest some money with you.

I have the sum of 10,700,000 Euro which i will like to know the kind of investment we can invest the money into,so if you are willing get back to me ,in order for us to discuss on how the fund will be transferred to your account. So feel free to contact me on my direct phone number +22508188984 or you send me an E-Mail: georgeab@zworra.com

Finally, i will be waiting for your response.

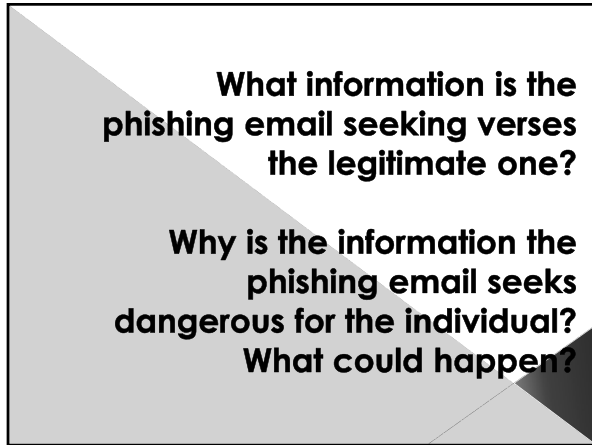
George Abed

Charity Email



What information is the phishing email seeking versus the legitimate one?

Why is the information the phishing email seeks dangerous for the individual? What could happen?



Digital Citizenship Grade 10

Responsibility: Digital Footprint

Responsibility: Intellectual Property

- IFC Assessment 10.4: Drawing Conclusions Supported By Evidence

Safety: Cyberslander

- Responsibility Appendix A: Scenarios
- Responsibility Appendix B: Scenarios

Safety: Preventing Online Cruelty

Digital Footprint

Essential Understanding:

Having an online professional identity is critical for future academic and professional success and opportunities.

Learning Outcome(s):

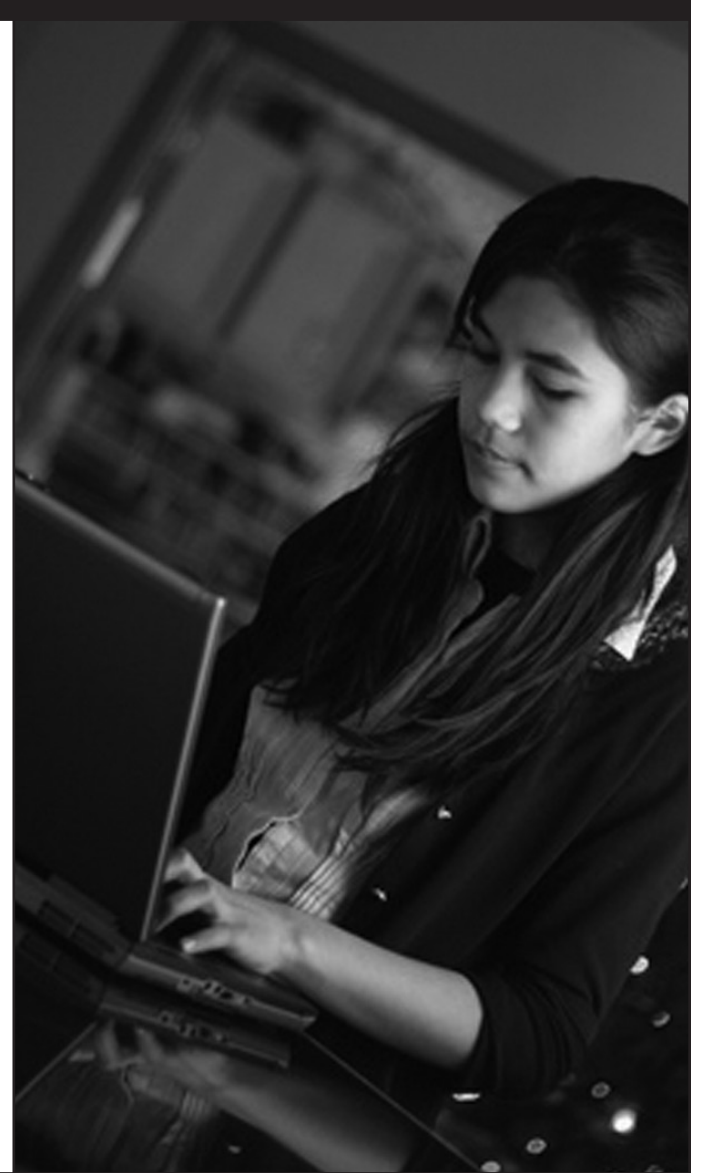
- Students will know and be able to understand the possible outcomes of posting information about themselves online.
- Students will be able to decide who their intended audience is before posting information, and adjusting private and public settings.

Common Core Standard(s):

- SL.9.5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

IFC Standard(s):

- Identifies and uses a variety of technology tools, including web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.



GRADE 10

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Pass around the article for students to read: <u>“High price to be paid for controversial social media mishaps.”</u> Discuss and elicit the types of information a future employer and college admissions officer might be looking for.	Evangelista, Benny. <u>“High price to be paid for controversial social-media mishaps.”</u> San Francisco Chronicle 17 Mar. 2011: D2. General OneFile. Web. 16 Mar. 2012 Document URL: http://go.galegroup.com/ Password: empirelink
Guided Practice	Show class an example of a student professional profile. Elicit what type of information is included and model what to add.	Interactive whiteboard or projected website on screen with chart paper Create fake Facebook page mockups at: http://www.classtools.net/fb/home/page
Independent Practice/Check for Student Understanding	Students will work independently to: Write down their academic accomplishments and after-school activities, skills, and any employment or volunteer experience they have or plan to obtain.	Printed out samples of empty Facebook page
Sharing/Reflection	Each student will share out one or two of their accomplishments and why those details would be important to a future employer and college recruiter. What do they indicate? What do they show?	
Assessment	Student “Facebook” worksheet.	

Follow up/Extensions:

- Students will work in groups to brainstorm a “think before you post’ PSA and create a common craft video for using it.

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/college-bound-11-12>

Intellectual Property

Essential Understanding:

Intellectual property laws exist to protect the rights of thinkers and artists who create works, but fair use allows us to use excerpts of their material for educational purposes if we give appropriate credit (attribution) to them.

Learning Outcome(s):

- Students will learn about copyright law, intellectual property and fair use.
- Students will learn how to use evidence from articles and websites to support a position.

Common Core Standard(s):

- W.10.1. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into ideas of interest to formulate an argument.

IFC Standard(s):

- Draws clear and appropriate conclusions supported by evidence and examples (IFC Assessment 10.4). Note: Multiple assessments are available for 10.4. Recommended use: [Drawing Conclusions from Looking at Multiple Perspectives.](#)
 - Cites all sources used according to standard style formats.
-

GRADE 10

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Students will be shown the definitions for the following concepts:</p> <ol style="list-style-type: none"> 1. What is copyright/intellectual property and its purpose? 2. What is fair use? 	<ol style="list-style-type: none"> 1. http://lib.byu.edu/departs/copyright/tutorial/module1/page10.htm http://lib.byu.edu/departs/copyright/tutorial/module1/page3.htm 2. http://www.pbs.org/independentlens/copyright-criminals/fair-use.html
Guided Practice	<p>Listen to the video clip about sampling from the documentary, <u>Copyright Criminals</u>.</p> <p>Librarian and Classroom Teacher model how to debate the issue of copyright versus piracy using IFC Assessment 10.4 displayed on the Interactive whiteboard or screen and projector.</p> <p>One side claims it is wrong to sample or violate copyright and why; the other side explains why sampling is okay and why. They cite specific lines from the clip as evidence. Students decide what their conclusion is based on the arguments from both sides.</p>	http://www.pbs.org/independentlens/copyright-criminals/fair-use.html
Independent Practice/Check for Student Understanding	<p>Class Debate</p> <ul style="list-style-type: none"> • Divide class into two groups. • Groups must gather facts to support their side of an argument and support their position with evidence from the article using one side of the Drawing Conclusions from Looking at Multiple Perspectives handout from the IFC Assessment 10.4. • Selected students from each group will debate the issue while teacher takes notes on a projected blank version of 10.4. • At the end, class votes on the majority conclusion. 	<p><i>Opposing Viewpoints Database Search for Online Music Sharing</i></p> <p>IFC Assessment 10.4</p>

GRADE 10

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Sharing/Reflection	Discussion on: 1. Which side made a better case? 2. Why do you think so? 3. What would you have included if you were debating the topic? 4. Was your opinion on the issue changed in any way?	
Assessment	IFC Assessment 10.4.	

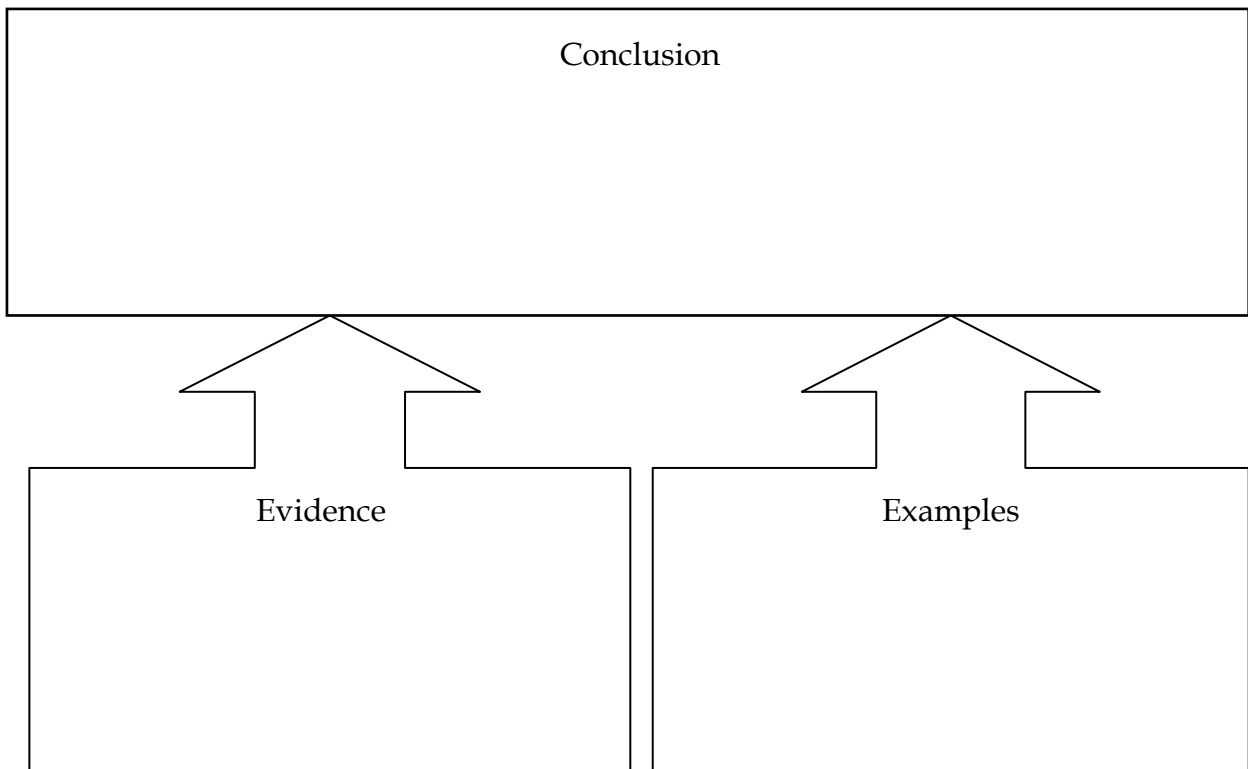
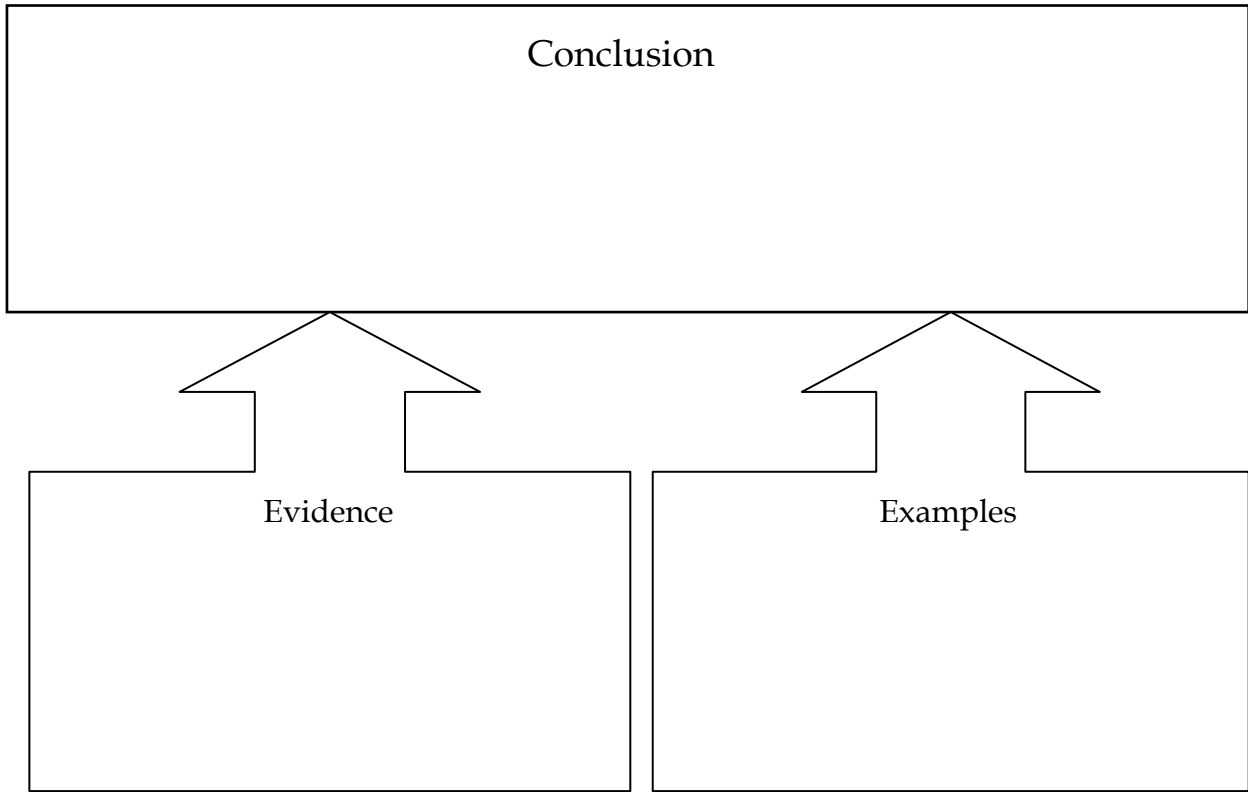
Follow up/Extensions:

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/rights-remixes-and-respect-11-12>

<http://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs-9-10>

Drawing Conclusions Supported by Evidence



Cyberslander

Essential Understanding:

Cyberslander is a form of harassment with the potential to cause long-term harm to a person's reputation, relationships, and safety.

Learning Outcome(s):

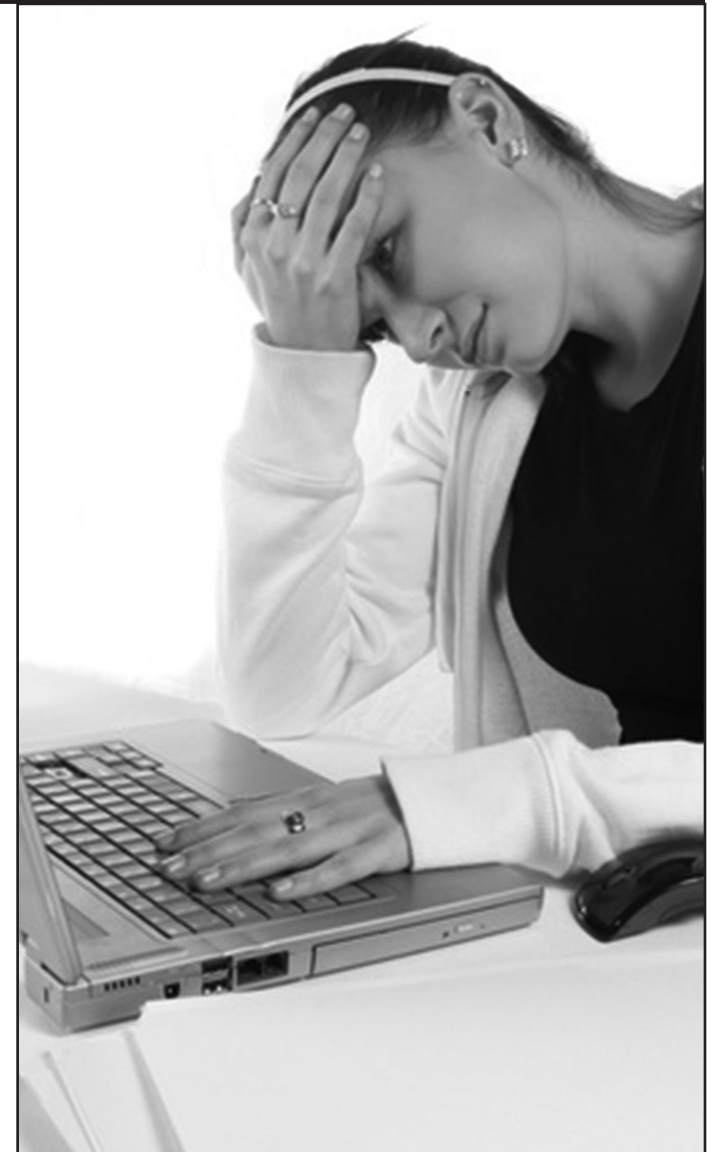
- Students will know and be able to define and recognize cyberslander.
- Students will understand the potential permanency of cyberslander posted online.
- Students will learn how to avoid using cyberslander and what to do if they see an example of it online.

Common Core Standard(s):

SL.10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

IFC Standard(s):

- Seeks ideas and opinions from others, including experts in the field.
- Recognizes statements that can be verified.



GRADE 10

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Elicit and discuss a definition of slander and then cyberslander.	Take quiz to initiate discussion about cyberslander: http://www.adl.org/education/curriculum_connections/cyberbullying/Secondary%20Handouts.pdf
Guided Practice	Show scenario (article and clip) to model discussion with the students as to whether or not that example is cyberslander and why. What should the consequences be?	http://www.nbcconnecticut.com/news/local/Bristol-Woman-Fights-Back-After-Cyber-Bullying-111520759.html
Independent Practice/Check for Student Understanding	Students will be given a handout with the following directions: "Read each of the following scenarios. Check the box if you consider the situation to be an example of cyberslander and write down why."	Appendix A : Scenarios
Sharing/Reflection	Share and discuss Appendix A and B.	Appendix B : Reflection Sheet
Assessment	Appendix A and B.	

Follow up/Extensions:

- Fill out Appendix B for homework.

Common Sense Media: <http://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10>

Appendix A: Scenarios

Directions:

Read each of the following scenarios. Determine whether the situation is an example of cyberslander or not.

- A. Melinda has her AIM messages forwarded to her cell phone. After an argument with a classmate, she receives fifty e-mails a day stating "You are a stuck up fake and I'm coming to get you."
- B. A student sets up an amateur D.J. company and a rival student tries to ruin his business. For example, the student posts made up statements in a chat room such as "I used this D.J. and he was an hour and a half late for my party".
- C. A boyfriend and girlfriend break up after she cheats on him. The boyfriend tries to retaliate by uploading several embarrassing videos of her on YouTube.

Appendix B: Reflection Sheet

1. If you were to give advice to a younger sibling, cousin, or student about cyberbullying, what would you say?
2. Why does bullying occur more online than face to face?
3. Should cyberbullying be punishable by law or is it freedom of speech?
4. Do you foresee cyberbullying getting better or worse?
5. Where does most online cyberbullying take place?
6. What is your experience with cyberbullying?

Preventing Online Cruelty

Essential Understanding:

Everyone has a role to play in preventing and confronting online cruelty.

Learning Outcome(s):

- Students will know and be able to recognize cyberbullying and how to prevent it.

Common Core Standard(s):

- SL.10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

IFC Standard(s):

- Seeks ideas and opinions from others, including experts in the field.



GRADE 10

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Ask: Have you ever heard about kids making fun of other kids online? What is that called? How did you find out about it? What was the effect on the victim? Discuss.</p> <p>Watch the first clip called "Broken Friendship."</p> <p>Watch the second clip called "You Can't Take It Back."</p>	<p>Newspaper articles about recent cyberbullying cases in the news: http://www.theatlanticwire.com/national/2010/10/gay-teen-suicide-sparks-debate-over-cyber-bullying/22829/</p> <p>Computer/projector to watch clips from www.netsmartz.org</p> <p>http://www.netsmartz.org/RealLifeStories/BrokenFriendship</p> <p>http://www.netsmartz.org/RealLifeStories/CantTakeItBack</p>
Guided Practice	After watching the interviews, model discussion of what one teen could have done differently in order to prevent the bullying.	
Independent Practice/Check for Student Understanding	After watching other interviews in the videos above, students discuss what one teen could have done differently in order to prevent the bullying.	

GRADE 10

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Sharing/Reflection	Students share out what they discussed. Why are people reluctant to act and how can this be addressed?	
Assessment	Exit card: What should you do if you are being harassed online or know someone who is? Review notes.	Notecards or paper

Follow up/Extensions:

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10>

<http://www.commonsensemedia.org/educators/lesson/taking-perspectives-cyberbullying-11-12>

<http://www.commonsensemedia.org/educators/lesson/building-community-online-9-10>

Digital Citizenship Grade 11

Responsibility: Multiple Points Of View

- IFC Assessment 11.4: Viewpoints/Beliefs/Actions

Safety: Digital Footprint

- PowerPoint: Digital Footprint
- IFC Assessment 11.5: Communicating Ideas To An Audience

Safety: Digital Traces

- PowerPoint: Digital Traces

Multiple Points Of View

Essential Understanding:

Examining a topic/issue from different viewpoints gives us a deeper understanding of it.

Learning Outcome(s):

- Students will understand the importance of having a variety of resources to examine in order to be able to critically evaluate the information for bias and point of view.

Common Core Standard(s):

- R.L.11.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

IFC Standard(s):

- Pursues a balanced perspective of fact, opinion, and different points of view.
- Considers alternative perspectives and evaluates differing points of view.
- Presents different perspectives with evidence for each (IFC Assessment 11.4)
Note: Multiple assessments are available for 11.4. Recommended use: Viewpoints/
Beliefs/Actions.



GRADE 11

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Read excerpts from the sources.</p> <p>Make a T-chart and project or write on a whiteboard. Label the left side PRO and the right side CON.</p> <p>Elicit the argument on either side of global warming and write down the statements to complete the T-chart.</p>	Select two different sources (two op-ed pieces or articles) with different viewpoints on a controversial issue like global warming
Guided Practice	<p>Ask: are there only two sides to every issue? Explain that there may be multiple views to an issue, sometimes differing by degree (i.e. someone may think global warming is a made-up theory designed by environmentalists to support their movement versus someone who thinks global warming is occurring but humans are not the cause).</p> <p>Read an excerpt from a third source on global warming.</p> <p>Model for students how to use IFC Assessment 11.4 to record the sources viewpoint, beliefs, and actions.</p>	A third source with a different perspective on global warming
Independent Practice/Check for Student Understanding	Students will work independently or in small groups to fill out the rest of the IFC Assessment 11.4 using the first two articles from mini-lesson and a fourth one.	IFC Assessment 11.4 A fourth source with a different perspective on global warming.
Sharing/Reflection	<p>Students will discuss their findings and compare and contrast the four perspectives on global warming.</p> <p>Elicit why it is critical for students to consider and examine diverse points of view on a topic.</p>	
Assessment	IFC Assessment 11.4.	

Follow up/Extensions:

Day 2

Students look up more information on controversial topics for their research. They take notes using IFC Assessment 11.4: Developing a Line of Argument

Day 3:

Aim: How do we create a 1-2 minute video on multiple points of view?

Show 1-2 minute video on multiple points of view made at Digital Citizenship PD to model the making of a short video.

Students fill in the Common Craft Video Storyboard sheet

<http://digitalcitizenshipcurriculum.wikispaces.com/Common+Craft+Video+Resources>

Discuss required slides:

1. Title
2. Created by First Name of all the students in the group, School's Name, Teacher's Name, Librarian's Name

Discuss the "Roles and Responsibilities for a Common Craft Video"

1. Camera Operator
2. Narrator
3. Prop Coordinator

Day 4 :

Filming

Students will complete the Common Craft Rubric

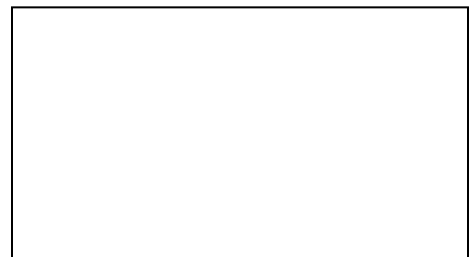
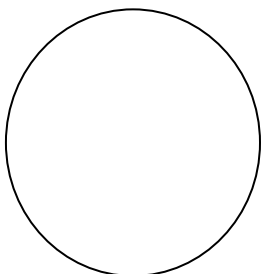
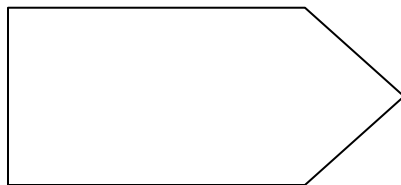
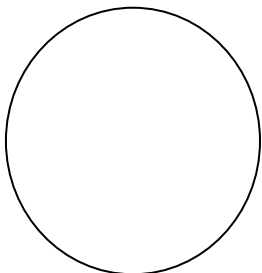
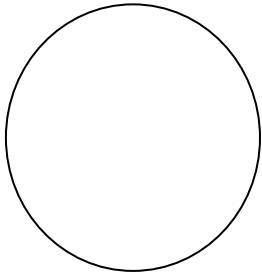
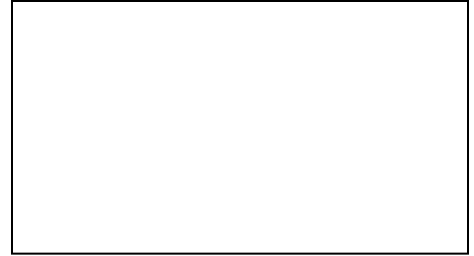
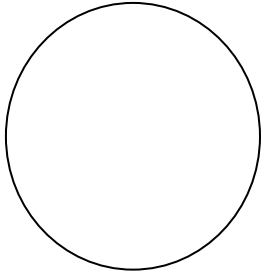
<http://digitalcitizenshipcurriculum.wikispaces.com/Common+Craft+Video+Resources>

Viewpoints / Beliefs / Actions

Viewpoints of:

Beliefs

Actions



Digital Footprint

Essential Understanding:

Keeping certain information private online protects our reputation, our safety, and our security.

Learning Outcome(s):

- Students will know and be able to understand the concept of a “digital footprint” and “going viral.”
- Students will understand what happens when you share private information.
- Students will be able to predict what could happen when the “wrong” information gets shared.

Common Core Standard(s):

- SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

IFC Standard(s):

- Chooses the most appropriate format, tone, and language to communicate ideas in real world formats to different audiences (IFC Assessment 11.5: Communicating Ideas to an Audience).

GRADE 11

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Show the first slide of the Digital Footprint PowerPoint. Ask students for the definition of “digital footprint” and “viral”. Present slides two and three. They are compared to the student’s definitions of the words.</p> <p>“How is posting information on the Internet like spreading a virus?”</p> <p>Display slide four and have students work individually. After five minutes, their answers are recorded on the slide and discussed.</p>	<p>Laptop, LCD projector, screen</p> <p>PowerPoint Presentation</p>
Guided Practice	<p>Show an example of a student’s public Facebook page. Elicit from the students what information should be kept private and what is okay to remain public. Write down in a projected T-chart with the left side labeled PRIVATE and the right-side labeled PUBLIC. Then, ask students what the consequences could be if two of the following from this list viewed the information in the “should be kept private column”:</p> <ul style="list-style-type: none">• Principal• College Admissions Advisor• Employers• Parents• Friends• Future Significant Others• Predators <p>What could the possible consequences be?</p>	

GRADE 11

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	<p>Students will work in pairs and analyze another example of a student’s Facebook page. They will use the same T-chart as in the Guided Practice to indicate which information should remain private and which information is okay to stay public.</p> <p>Students will then consider what the consequences could be if four of the following individuals viewed the information in the “should be kept private column”:</p> <ul style="list-style-type: none"> • Principal • College Admissions Advisor • Employers • Parents • Friends • Future Significant Others • Predators <p>What could the possible consequences be? Have students write down.</p>	<p>Handout with Facebook page example</p> <p>T-chart sheet.</p>
Sharing/Reflection	<p>Each group or individual will share out one example and the possible consequences. Students will fill out the modified IFC Assessment 11.5 to decide on the information they want to include on their Facebook Profile depending on what audience he/she selected (Friends, Parents, College Admissions Officers, etc.)</p>	Modified IFC Assessment 11.5
Assessment	T-chart and Modified IFC Assessment 11.5	

Follow up/Extensions:

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-10>

<http://www.commonsensemedia.org/educators/lesson/college-bound-11-12>

Digital footprint: Going viral,
"Think before you post!"

Digital Footprint: an individual's personal information that remains in the cyberworld even after the creator has removed it.

Ask yourself:

What could this do to your online image?



Like a virus,
your
information
can spread.



This could
be good or
bad for you.

DO NOW

- List how going viral can be good for you.
- List how going viral can be bad for you.

You have five minutes before you share out.

Online is NOT Private

Who sees your profile?

- Principal
- College Admissions Advisor
- Employers
- Parents
- Friends
- Future Significant Others
- Predators



Digital Regret

- Wishing you can take it back
- Regret that you didn't think before you posted
- Feelings of grief and embarrassment that you have destroyed the life of yourself or another person

Think Before You Post :

- * Don't be Digitally Unconsciousness
- * Double check recipient
- * Think about consequences
- * Avoid misinterpretations (use jk, lol, J)
- * Physically wait 10 seconds before you hit send
- * Don't post personal information (#1 online risk)

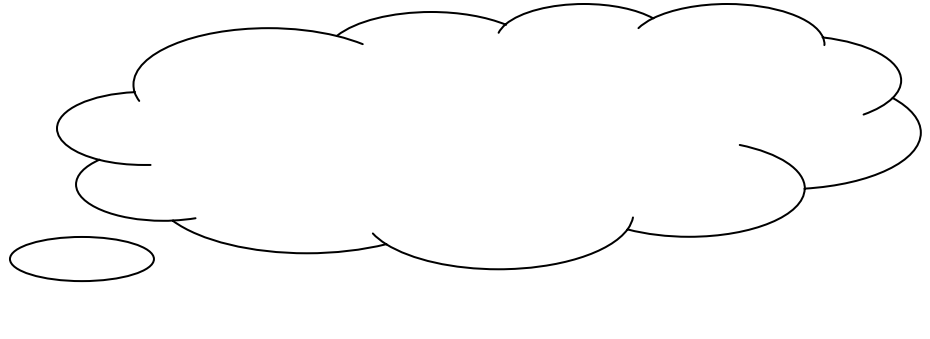
Once you hit SEND

You lose control!

Think before you post!

Communicating Ideas to an Audience

My Profile →

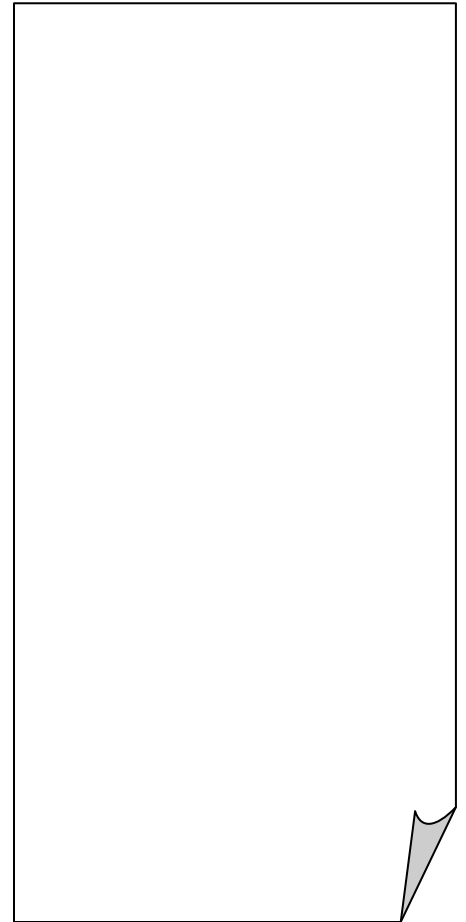
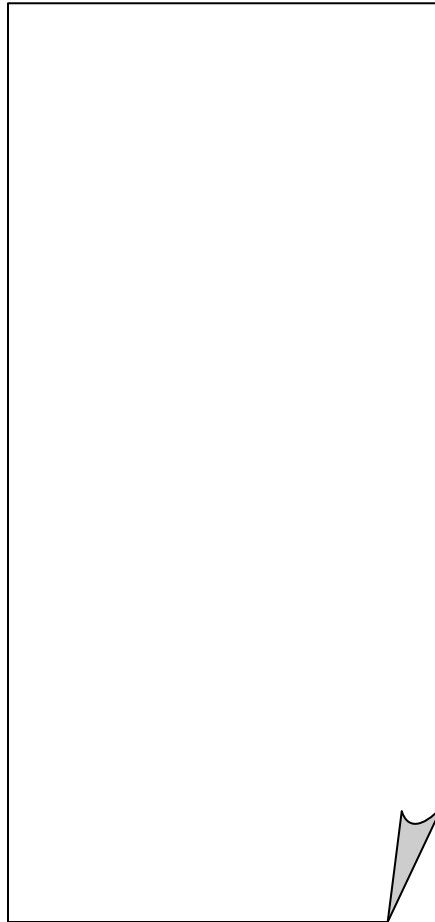
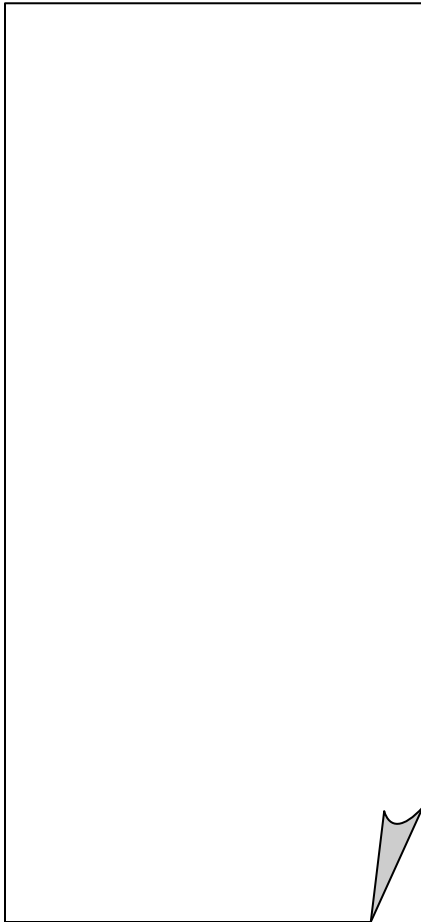


Who is the audience?

Information that this audience will find *interesting*:

Information that this audience will find *important*:

Information that this audience will find *useful*:



Digital Traces

Essential Understanding:

The traces we leave online can define who we are in ways we may not realize.

Learning Outcome(s):

- Students will know and be able to understand what a digital footprint is, search for their digital footprint online and take positive steps to control their own digital reputation.
- Students will be able to use technology and digital media strategically and capably.

Common Core Standard(s):

- W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

IFC Standard(s):

- Verifies the accuracy of what is known about the problem or question.
- Chooses the most appropriate format, tone, and language to communicate ideas in real world formats to different audiences.



GRADE 11

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Instruct students to read first page of article: <u>"The Web Means the End of Forgetting"</u> by Jeffrey Rosen, New York Times, July 21, 2010.</p> <p>Discussion of the following questions: How can writing something online get you in trouble? What does the title mean: <u>"The Web Means the End of Forgetting?"</u></p> <p>Conduct discussion of student use of social networking sites, why they use them, use of privacy settings, how they use them.</p>	<p>Rosen, J. <u>"The Web Means of End of Forgetting."</u> New York Times. 21 July 2010.</p> <p>PowerPoint Presentation Slides 1-7 Slideshow adapted from: Australiian Communications Media Authority, <u>"Social Networking Lesson Plan"</u> http://www.cybersmart.gov.au/Schools/Teacher%20resources/~media/Files/Teacher%20resources/SID2011/Social%20Networking%20Lesson%20plan.aspx</p>
Guided Practice	<p>Demonstrate how to "Google" their name, using someone famous as an example to examine his/her digital footprint. Demonstrate search with and without commas around the name. What information do you find out about the person? What does it reveal about him/her?</p> <p>Elicit definition of digital footprint.</p>	

GRADE 11

Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Independent Practice/Check for Student Understanding	<p>Students go online to search for their own digital footprint. Students write down information they found out about themselves and compare what they find out about themselves with what they would want others to know or not. They can consider the questions below:</p> <ul style="list-style-type: none">• What did your online search reveal about you?• Why do you think college recruiters would look at your social networking page?• Who can see the information you post on different social media and other websites?• Can you guarantee complete privacy when you post things online? Why or why not?• If you applied for a job and the potential employer had access to your site, do you think they would hire you? Why or why not?	
Sharing/Reflection	<p>Students discuss effects of posting too much information online and dangers of posting information that could affect their futures.</p> <p>Reflect on privacy guidelines from: http://www.privacy.gov.au/materials/types/guidelines/view/6850</p>	
Assessment	Student writing from the Independent Practice section.	

Follow up/Extensions:

Students create story board to demonstrate the dangers of posting too much information online and create Common Craft Type videos. Review videos students made. Discuss how students can control their information online by controlling what they post and how they should “think before they post.”

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-10>

<http://www.commonsensemedia.org/educators/lesson/college-bound-11-12>

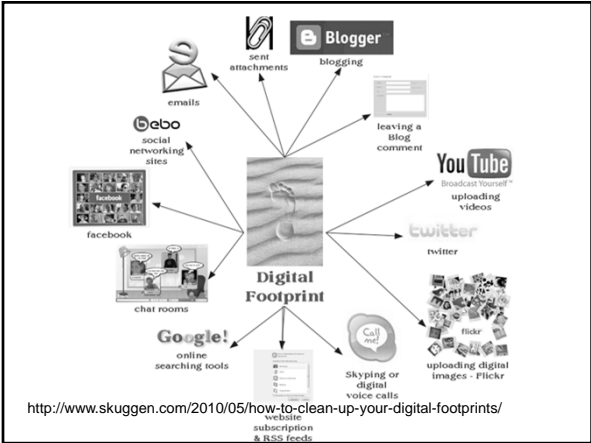
Sources:

Hawkins, Holly. “Safer Internet Day 2011.” It’s More Than A Game, It’s Your Life. Blog Safety Clicks.com, 2-8-2011. Web. 4 May 2011. <<http://blog.safetyclicks.com/2011/02/08/safer-internet-day-2011-its-more-than-a-game-its-your-life/>>.

<http://www.cybersmart.gov.au/Schools/Teacher%20resources/Middle%20secondary/Learning%20pathway.aspx> Scroll down to Positive online Behaviors=>Unit of Work

<http://www.nsteens.org/Videos/ProfilePenalty>

**“It’s More Than a Game,
It’s Your Life”**
How to protect your digital footprint.



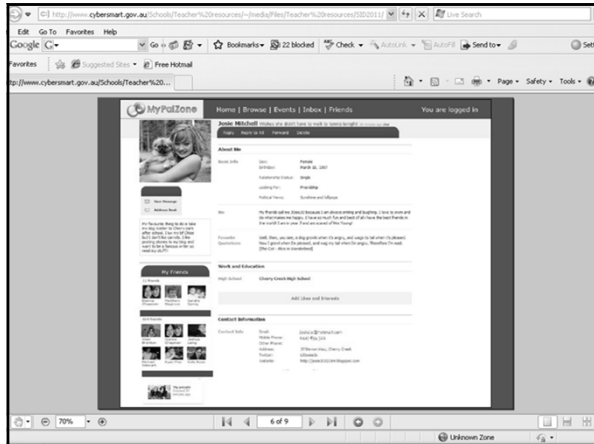
Your facebook page: be aware

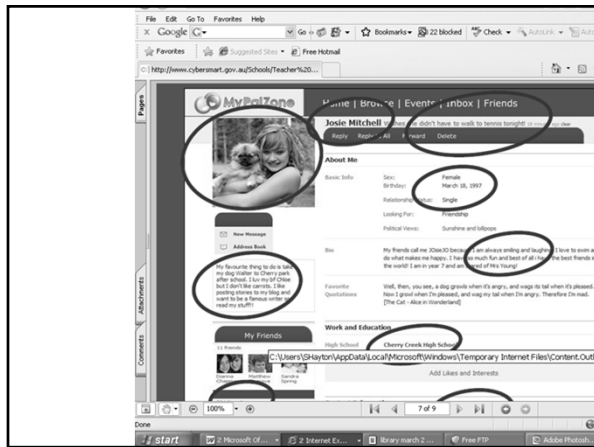
cyber{smart:}

Josie loves spending time on her social networking page.
Her privacy settings are set to public access.

Read the information Josie has posted on her page and help her to be a better cybercitizen by suggesting at least 10 things she can do with her profile to:

1. Keep her personal information private.
2. Help her avoid unwanted contact.
3. Protect her digital reputation.
4. Demonstrate respectful communication—online etiquette.

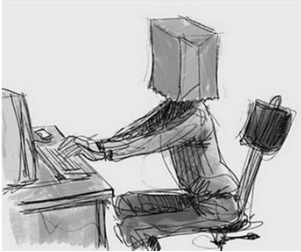




How to clean up your digital image

- There are tools like InPrivate in Explorer 8 or Private Browsing in Firefox that makes sure that no data is stored locally on your computer. There are also online services such as Anonymizer, which can be used for hiding your digital footprints on the web. Firefox also has an Add-On called FoxyProxy worth checking out.
- Source: Computer Sweden

Don't get caught with your head in a bag!!!



-<http://www.skuggen.com/2010/05/how-to-clean-up-your-digital-footprints/>

Digital Citizenship Grade 12

Responsibility: Multiple Perspectives

- IFC Assessment 11.4: Developing a Line of Argument

Responsibility: Appropriation Versus Transformation

Responsibility: Plagiarism

Safety: Keeping Financial Information Safe

- PowerPoint: Keeping Financial Information Safe
- IFC Assessment 11.5: Communicating Ideas to an Audience

Safety: Internet Safety Plan

Multiple Perspectives

Essential Understanding:

A strong argument is one supported by evidence and reasoning.

Learning Outcome(s):

- Students will understand that issues may have multiple perspectives that do not elicit a single best answer but propose academic arguments to consider.
- Students will know the intellectual standards against which such arguments are judged.
- Students will be able to assess arguments for validity against a checklist of intellectual standards.

Common Core Standard(s):

- W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

IFC Standard(s):

- Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.
 - Counts the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
 - Develops own point of view and supports with evidence.
 - Builds a conceptual framework by synthesizing ideas gathered from multiple sources.
-

GRADE 12

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Introduce intellectual standards.	Center for Critical Thinking- Using Intellectual Standards to Assess Student Reasoning; H. Lynn Erickson's <u>Concept-Based Curriculum and Instruction for the Thinking Classroom.</u> ; Daniel T. Willingham's " <u>Critical thinking: why is it so hard to teach?</u> "
Guided Practice	Demonstrate use of (IFC Assessment 11.4: <u>Multiple Perspectives: Point/Counterpoint</u>) with article demonstrating how to evaluate sources for academic validity through high intellectual standards.	Articles selected previously through SIRS Knowledge Source database ; NOVEL Environmental Issues & Policy Collection IFC Assessment 11.4: Developing a Line of Argument
Independent Practice/Check for Student Understanding	Students use with self-selected articles. IFC Assessment 11.4.	Articles selected previously through SIRS Knowledge Source database ; NOVEL Environmental Issues & Policy Collection
Sharing/Reflection	Students use writing prompts on the completed assessment to reflect on article's intellectual standards. Students each share out one sentence reflection that they wrote.	
Assessment	IFC Assessment 11.4.	

Follow up/Extensions:

Use IFC Assessments 12.3: Concept Map and 12.4: Supporting an Opinion to support students in synthesizing multiple perspectives on an issue and deciding on the argument they want to pursue and develop with evidence.

Common Sense Media: <http://www.common sense media.org/educators/lesson/collective-intelligence-9-12>

Name _____ Class _____

Developing a Line of Argument
Multiple Perspectives: Point/Counterpoint

Issue or Question:	
Perspective of _____	Perspective of _____
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
My own perspective is. . .because. . .	

Appropriation Versus Transformation

Essential Understanding:

There is a difference between appropriation and transformation when using someone else's work.

Learning Outcome(s):

- Students will know and be able to discuss what constitutes plagiarism, its relationship to academic integrity, and consider the distinctions between copying, appropriating, and transforming.
- Students will also be able to paraphrase another's words and ideas, and quote when appropriate.

Common Core Standard(s):

- R.I.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.I.12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes the point clear, convincing, and engaging.

IFC Standard(s):

- Challenges ideas in text and makes notes of questions to pursue in additional sources.

Homework: Read excerpt from Harold Bloom's [The Anxiety of Influence](#).

Tri-column journal response: Select and copy down (quote) one line. Leave second column blank. Respond in third column.

GRADE 12

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Class: Read around excerpt from John Locke’s <u>Second Treatise on Government</u>. Read Declaration of Independence, skipping list of grievances.</p> <p>Believe discussion (5 minutes): Thomas Jefferson plagiarized John Locke.</p> <p>Doubt discussion (5 minutes): Thomas Jefferson plagiarized John Locke (that is, argue that this is not an instance of plagiarism).</p> <p>15 minutes: Discuss (in the form of a Thought Chain*), having students re-introduce the formal definition of plagiarism, and introduce the concepts of appropriation and transformation.</p>	<p>John Locke’s <u>Second Treatise on Government</u>.</p> <p>Copy of the Declaration of Independence</p>
Guided Practice	<p>Imagine Thomas Jefferson was a student, rather than a political agent. Practice paraphrasing and quoting John Locke for use in the Declaration of Independence.</p>	
Independent Practice/Check for Student Understanding	<p>Students use with self-selected articles. IFC Assessment 11.4.</p> <p>Circulate to check for understanding.</p>	<p>Articles selected previously through SIRS Knowledge Source database; NOVEL Environmental Issues & Policy Collection</p>
Sharing/Reflection	<p>In blank column of tri-column form, paraphrase selected quote.</p>	
Assessment /Check for Understanding	<p>Have students read their quote. Group students according to quote. In groups, read paraphrases. Have students create one group paraphrase. Share with the class, pointing out strengths and weaknesses of the paraphrase.</p>	

*Thought Chain: The Thought Chain is an excellent way to revitalize sharing if it becomes humdrum. One student begins the chain by simply reading aloud her response to the prompt. All students will read their responses before the exercise is over. But the challenge is that the second and subsequent students find ways to connect to the previous speaker by (1) paraphrasing the previous speaker using the phrase “I hear you (or “Jim”) saying...” and then (2) adding the conjunction “but” or “and” as connector to (3) reading their own piece of writing. You might ask students to write a process on how the Thought Chain differed from sharing. They will observe that they listen much more carefully to each other’s writing since they are required to synthesize it and compare it to the kernel of their own thought. When it works well, students are riveted to the writing of their peers. You can hear a pin drop in the attentive silences this exercise can engender.

From BardCollege@simon’srock: **Writing and Thinking Guidebook, p. 13**

Follow-up/Extension:

Students analyze arguments more in-depth using IFC Assessment 12.2: Learning Logs for Reflective Note-taking

Common Sense Media:

<http://www.common sense media.org/educators/lesson/rights-remixes-and-respect-11-12>

Plagiarism

Essential Understanding:

Using direct quotes from a source as evidence can strengthen your argument.

Learning Outcome(s):

- Students will know and be able to avoid plagiarism by knowing how to use direct quotes from original sources.
- Students will understand how to properly credit the source of that quotation within text and in a bibliography.

Common Core Standard(s):

- W. 12.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

IFC Standard(s):

- Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material.



GRADE 12

Digital Citizenship Strand: Responsibility

LEARNING/TEACHING ACTIVITIES	RESOURCES	
<p>Mini Lesson</p>	<p>Librarian displays an article from the New York Times and presents the following quote from the article about politicians: “An elected official who clings too tightly to his own vision of the world opens himself to accusations of inflexibility if the situation changes.” Ask students how they would change this quote into their own words if they were going to use the idea in paper or project. Why or why not?</p> <p>Is it okay not to change it?</p> <p>Elicit when is it appropriate to use direct words from a source in research</p> <ol style="list-style-type: none">1. Evidence2. Supporting facts or details3. The author phrases the idea so well that it is a waste of time to paraphrase the idea.	<p>http://www.nytimes.com/2012/01/22/magazine/revisiting-shakespeares-coriolanus.html?pagewanted=2&_r=1&ref=magazine</p>
<p>Guided Practice</p>	<p>Model the process of how to use direct quotations from an original source and to include an in-text citation (parenthetical documentation).</p> <p>Make the point that students can use the site www.citationmachine.net or http://www.easybib.com to compile their bibliography as they are doing their research and copy in-text citation formats to insert.</p>	<p>http://www.easybib.com http://www.citationmachine.net</p>
<p>Independent Practice/Check for Student Understanding</p>	<p>Students begin locating a source quote(s) they may use in their projects and practice how to do an in-text citation.</p>	

GRADE 12

Digital Citizenship Strand: **Responsibility**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Sharing/Reflection	Students will discuss their findings and compare and contrast the four perspectives on global warming. Elicit why it is critical for students to consider and examine diverse points of view on a topic.	
Assessment	Students post work to Edmodo.com or wiki site or Google Docs for assessment.	

Follow up/Extensions:

Lesson on students evaluating quote selection choices in various student work samples by length, source, idea, evidence, supporting detail, format, etc.

Common Sense Media:

<http://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs-9-10>

<http://www.commonsensemedia.org/educators/lesson/rights-remixes-and-respect-11-12>

Keeping Financial Information Safe

Essential Understanding:

Keeping financial information safe online will help you retain financial security and credit for the future.

Learning Outcome(s):

- Students will be able to take the necessary precautions to protect their home computers from being hacked.
- Students will learn how to protect their information when using public computers.
- Students will be able to recognize a secure website.

Common Core Standard(s):

- W.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

IFC Standard(s):

- Communicates new understandings through designing, inventing, composing, transplanting and constructing.
 - Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.
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GRADE 12

Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p><i>Do Now: What do you do to protect your personal information online?</i></p> <p>Elicit definition of e-commerce: creating a safe network at home, using public computers responsibly, and recognizing a secure website.</p> <p>Go to any bank website, amazon.com, etc., and show students where to find the marks of a secure site.</p> <p>Show examples of phishing so students can tell the difference between a legitimate site link and a fraudulent one.</p>	<p>Ribble, Mike, and Gerald Bailey. <u>Digital Citizenship in Schools</u>. Washington, DC: International Society for Technology in Education, 2007. Print.</p> <p>Ribble, Mike. <u>Raising a Digital Child: A Digital Citizenship Handbook for Parents</u>. Eugene, OR: HomePage Books, 2009. Print.</p> <p>http://info.ssl.com/article.aspx?id=10068 PowerPoint Presentation</p> <p>http://www.bustathief.com/what-is-phishing-ebay-phishing-examples/</p>
Guided Practice	Model for students how to begin to create an Internet Safety Plan with criteria and the expectations based on the rubric.	
Independent Practice/Check for Student Understanding	Instruct students to create an Internet Safety Plan for themselves and their families. Have students include instructions for a personal computer, use of public library, school and work computers and how to make sure a website is secure before purchasing from the site.	http://www.computerhope.com/issues/ch000507.htm
Sharing/Reflection	Have students share their plans and brainstorm how they will share the plan with their families. This can help them in the future.	Modified IFC Assessment 11.5
Assessment	Check Internet Safety Plans for accurate, complete information. Rubric on Internet Safety Plan.	

Follow up/Extensions:

- Students will create a Common Craft type video to demonstrate how to create a Family/Individual Internet Safety Plan.

Common Sense Media:

<http://www.common sense media.org/educators/lesson/scams-and-schemes-9-12>

<http://www.common sense media.org/educators/lesson/does-it-matter-who-has-your-data-9-12>

Keeping financial information safe online

Aim: What strategies can we use to keep our financial information safe online?

- **Do Now: What do you do to protect your information online?**

Digital Commerce or E-Commerce

- **Buying and/or selling of goods and services on the internet**

Public Vs. Private Computers

- What is the difference?
- Why does it matter?
- How does it impact your security?

Keeping Your Home Computer Safe

- Install a Spyware protection program-Spyware can compile emails, addresses, passwords and credit card numbers
- Always install your computer's updates
- Install firewalls to protect your network/system

Using a Public Computer Safely

- Sign out or log out of any website that requires a password before you leave the computer
- Verify the site's security
- Delete the browser's history, including temporary files, cookies, and passwords

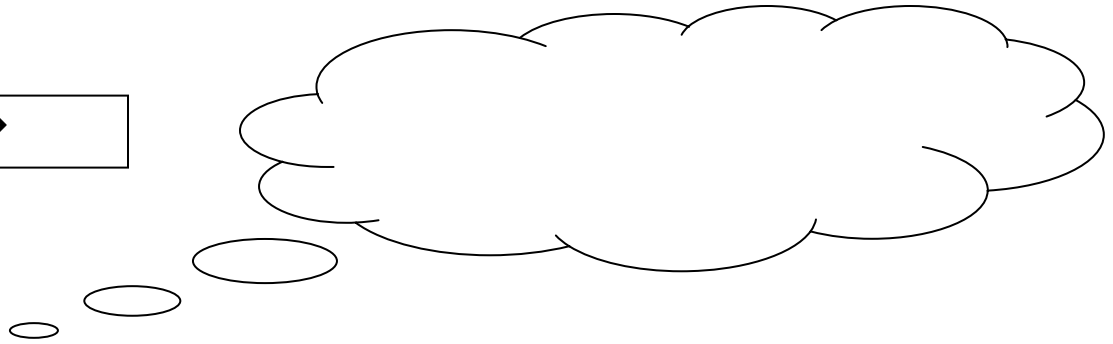


Recognizing a Secure Site

- Look for **https://** instead of **http://**
- Check for the lock icon somewhere in the browser window, not the website content
 - click or double-click on the lock to verify the sites security
- Check for the “Site Seal” from some of the following companies: Verisign, GeoTrust, SSL.com

Communicating Ideas to an Audience

My Profile →



Who is the audience?

Information that this audience will find *interesting*:

Information that this audience will find *important*:

Information that this audience will find *useful*:

Internet Safety Plan

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Amount of Information: Topic and length	Topic was completely addressed. Statements were clearly supported by many facts and detailed examples.	Topic was addressed. Most statements were supported by facts and examples.	Topic was addressed. Some statements were supported by facts and examples.	Topic was not addressed. Statements were not supported by facts or examples.
Content-Quality of Information: Relates to topic, detailed, and accurate	All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.	Used relevant information. Included many details and strong examples that came from reputable sources.	Information related to the topic, but project needed more details and examples to fully support ideas.	Information did not include details or examples that related to the topic. Information did not come from a reliable source.
Research-Quality: Information from reputable sources	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.
Type of Information: Details and recommendations listed.	Plan covers all of the following: verifying data, avoiding phishing and e-mail scams, avoiding prompts, privacy filters, securing passwords, and what to do while logging in from public and wireless computers.	Plan covers most of the following: verifying data, avoiding phishing and e-mail scams, avoiding prompts, privacy filters, securing passwords, and what to do while logging in from public and wireless computers.	Plan covers about half of the following: verifying data, avoiding phishing and e-mail scams, avoiding prompts, privacy filters, securing passwords, and what to do while logging in from public and wireless computers.	Plan covers very little of the following following: verifying data, avoiding phishing and e-mail scams, avoiding prompts, privacy filters, securing passwords, and what to do while logging in from public and wireless computers.