

TECHNOLOGY-11

ESSENTIAL UNIT 2 (E02)

(Digital Citizenship)
(July 2017)

Unit Statement: The essential unit on digital citizenship introduces the student to many competencies and orientations necessary to succeed in a complex technological world. At this level the student will gain skills that improve his/her daily life, and demonstrate ethical and legal behavior in the use of technology. Threats to personal safety and to electronic data are reviewed, and the student defines and practices strategies to protect them and to respect others.

Essential Outcomes: (must be assessed for mastery)

1. The Student Will summarize and discuss the school's acceptable use policy.
2. TSW will demonstrate best practices for accounts/ passwords and email.
3. TSW use a social networking and collaborative publishing application to present a project or report.
4. TSW identify viruses and trojans, adware, malware, and related threats, and employ best practices to avoid problems.
5. TSW define plagiarism and summarize the relevant aspects of copyright, intellectual property, trademark, and patent laws, and practice ethical and legal practices.
6. TSW practice ethical and legal behavior regarding access to inappropriate websites, cyber bullying, and cell phone harassment.
7. TSW recognize addictive behaviors associated with technology, including online gaming and substance abuse.

Introduced & Practiced:

1. The Student Will define "digital footprint", and identify and discuss the risks and benefits of social networking and collaborative publishing.
2. TSW demonstrate ergonomically safe use of equipment.
3. TSW summarize technological threats to personal safety, including messaging, stalking & interaction with strangers, and implications of emerging technology, (e.g. devices with GPS), and practice safe technology use.
4. TSW identify the risks and benefits of online shopping.

5. **TSW** discuss benefits of emerging technology, and strategies for transferring competencies to new technologies.
6. **TSW** review terminology including terms related to networks, connectivity, and data storage.

Suggested Materials/Software:

- Internet Browser Software
- Library WebPath Express
- I-Safe subscription

QSI has elected to use the i-Safe curriculum as an integral part of teaching digital citizenship. It is available for all students. It is strongly recommended that teachers become familiar with the curriculum, and take the self-study course before attempting to teach this unit.

- There are fantastic sites to help students create posters with “pop.” Consider these resources: [Aviary](#), [Dumpr - Photo Fun](#), [Motivator: Create your own motivational posters!](#), [Magazine Cover: Be a superstar!](#), [Block Posters - Create large wall posters from any image for free!](#), and [FlockDraw](#).

Suggested Websites:

- [21st Century Tools](#)
- iCyte Resources
- www.isafe.org - Online safety lesson plans and activities (K-12)
- <http://techterms.com/> - Definition search of the technology vocabulary
- <http://kidscomputerlessons.blogspot.com/> - Lesson plans and interesting activities (K-12)
- <https://www.commoncraft.com/videolist> - Explanatory videos of a variety of Technology terms
- <http://www.gcflearnfree.org/topics/> - Free tutorials
- <http://www.cybersmart.org/> - Lesson plans and interesting activities (K-12)
- [Internet Safety lessons](#)
- [Create a strong password](#)
- [Email Basics](#)

Suggested Activities, Assessment Tools and Strategies:

(TSW 1) - Hold a class discussion on importance of having AUP in the school. Let students read and explain each point from the AUP (the teacher can distribute the copies of the AUP or use a projector). Ask students to sign it in the class and take it home to let parents sign it. As a homework each student needs to explain their parents what AUP is and why they also need to sign it (what consequences for students and for parents are outlined in the school AUP).

(TSW 1) - Students create an AUP Pledge Wall for the rest of the school members to sign (including teachers).

(TSW 2) - Students can create posters or brochures to describe email “Dos and Don’ts”, importance of using strong passwords, importance of carefully reading requirements when

creating new accounts. The posters/ brochures can be send to an audience via email (as an extra practice of the effective usage of email).

(TSW 3) - refer to Suggested Websites: 21st Century tools to choose a collaborative publishing application where students can create a presentation/ product about the terms covered in this unit (see TSW 4, TSW 5, TSW 6 and TSW 7).

(TSW 4-5) - There is a great variety of activities one can do to learn terms: 1) Create a journal dictionary/pictionary/ wall dictionary 2) Make a crossword/ wordsearch 3) Create posters/ brochures/ flyers/ memos 4) Send a group email explaining the terms and warning about a danger/ stating safety tips 5) Create flashcards. Check other possible vocabulary activities [here](#).

(TSW 6) - Students can discuss scenarios of not legal and ethical behavior. Present points of view of all participants of a case (bully, bystander, victim, supporter and others). Students can create acrostic poems (that can be published) with safety tips and tips for practicing legal and ethical behavior online. Check the sources for [the cyberbullying topic](#).

Check [this lesson plan](#) for investigating internet addiction and also refer to I-safe curriculum that has plenty of Internet Addiction resources, worksheets, videos.

ASSESSMENT RUBRIC FOUND ON FOLLOWING PAGE.....

Assessment Rubric – E02 – Digital Citizenship

Student Name: _____ Date: _____ To receive a 'B' the student must show 'B' level mastery on ALL Essential Outcomes. (TSW's)
 To receive an 'A', the student must show 'A' level mastery on 4 of 7 available and 'B' level mastery on all remaining TSW's.

TSW	'A' Level Mastery	'B' Level Mastery	'P' Comments
1. Summarize and discuss the school's acceptable use policy.	Student demonstrates complete understanding of a school AUP; is able to participate in a discussion; can answer all questions and provides real life examples to support an answer.	Student demonstrates good understanding of a school AUP; almost always participates in a discussion; can answer most questions and provides examples (presented in the class) to support an answer.	
2. Demonstrate best practices for accounts/passwords and email.	Student has demonstrated best practices by always remembering to log out once finished working; always reporting to a teacher if someone left an account opened; sending proper ethical and effective email.	Student has demonstrated good practices by remembering to log out once finished working most of the time; reporting to a teacher if someone left an account opened; sending proper email that could be revised.	
3. Use a social networking and collaborative publishing application to present a project or a report.	Student used resources in creative ways or optimized the resources selected. The work shows complete understanding of a topic and the tools were used effectively.	Student has presented using social networking and collaborative publishing. The work shows understanding of a topic, though the used tools were chosen inconsiderately.	
4. Identify viruses and trojans, adware, malware, and related threats, and employ best practices to avoid problems.	Student is able to identify and employ best practices to avoid threats to all covered terminology.	Student is able to identify and employ best practices to avoid threats to most of the covered terminology.	
5. Define plagiarism, and summarize and practice ethical and legal practices relevant to copyright and intellectual property.	Student has fully summarized and practiced exceptional ethical and legal behavior. Student defines all terminology and is able to explain it.	Student has summarized and practiced ethical and legal behavior. Student defines most of terminology and is able to explain it.	
6. Practice ethical and legal behavior regarding inappropriate websites, bullying, and harassment.	Student has practiced exceptional ethical and legal behavior.	Student has practiced ethical and legal behaviors.	
7. Recognize addictive behaviors associated with technology.	Student shows understanding of addictive behaviors; is able to state possible symptoms and safety tips to avoid addictive behavior.	Student recognizes addictive behaviors; is able to state some possible symptoms and most of the safety tips to avoid addictive behavior.	