

TECHNOLOGY-12/13

ESSENTIAL UNIT 2 (E02)

(Digital Citizenship and Information Acquisition)
(July 2017)

Unit Statement: Digital Citizenship provides the student with the competencies and orientations to succeed in a complex, ever-changing technological world. The student gains mastery in technologies that improve their daily lives, 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 themselves and to respect others.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** setup and manage accounts, passwords, privacy settings, and location services, cognizant of the prevailing threats and pitfalls of the day.
2. **TSW** summarize the relevant aspects of plagiarism, copyright, intellectual property, trademark, and patent laws, and practice ethical and legal practices.
3. **TSW** summarize threats to personal safety and privacy, including: inappropriate websites, messaging, sexting, stalking/interaction with strangers, manipulation & grooming, cyber bullying, phishing, malware, ransomware, and similar scams. (See iSafe curriculum)
4. **TSW** recognize addictive nature of technology.
5. **TSW** describe best practices for protecting personal and financial data including password management and recovery strategies.
6. **TSW** inventory their "digital footprint" and discuss the risks and benefits of social networking and collaborative publishing.
7. **TSW** choose a topic of interest and then locate, analyze and ethically use information from a variety of sources and media. The data could be developed through research, collected from a library, media sources, the internet, or other sources.
8. **TSW** select the appropriate resources to use for their research and justify the selection based on their efficiency and usefulness. They will efficiently scan search results for best potential sites before following links.
9. **TSW** recognize bias in digital resources while researching the controversial aspects of their project with guidance from the teacher.

Suggested Materials:

QSI, at this time, has elected to use [the i-Safe curriculum](#) as an integral part of teaching digital citizenship. Recommendations to use this site might change if another site is deemed more appropriate in the future. It is available for all students. It is strongly recommended that teachers become familiar with the curriculum, key terms and concepts, and take the self-study course before attempting to teach this unit.

Note: Please check [the i-Safe curriculum](#) regularly for updated material. This website offers lessons that reflect the current trends in technology- specifically the NEW LESSONS category. A log-in is required. For information regarding QSI log-in, contact resource@qsi.org.

Destiny Webpath Express (found on QSI schools Library site) use this search engine to find age-appropriate websites that align with this unit.

ASSESSMENT RUBRIC FOUND ON FOLLOWING PAGE.....

Assessment Rubric – E02 – Digital Citizenship and Information Acquisition

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 3 available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level Mastery	‘B’ Level Mastery	‘P’ Comments
1. Setup and manage accounts, passwords, privacy settings, and location services, cognizant of the prevailing threats and pitfalls of the day.		Setup and manage accounts, passwords, privacy settings, and location services, cognizant of the prevailing threats and pitfalls of the day.	
2. Summarize the relevant aspects of plagiarism, copyright, intellectual property, trademark, and patent laws, and practice ethical and legal practices.	Summarize the relevant aspects of plagiarism, copyright, intellectual property, trademark, and patent laws, and practice ethical and legal practices. Identify not just the legal reasons, but financial implications of piracy of intellectual property.	Summarize the relevant aspects of plagiarism, copyright, intellectual property, trademark, and patent laws, and practice ethical and legal practices.	
3. Summarize threats to personal safety and privacy, including: inappropriate websites, messaging, sexting, stalking/interaction with strangers, manipulation & grooming, cyber bullying, phishing, malware, ransomware, and similar scams.		Summarize threats to personal safety and privacy, including: inappropriate websites, messaging, sexting, stalking/interaction with strangers, manipulation & grooming, cyber bullying, phishing, malware, ransomware, and similar scams.	
4. Recognize addictive nature of technology.	Recognize addictive nature of technology. Catalog technology use for a period of time and recognize addictive tendencies.	Recognize addictive nature of technology.	
5. Describe best practices for protecting personal and financial data including password management and recovery strategies.		Describe best practices for protecting personal and financial data including password management and recovery strategies.	
6. Inventory their "digital footprint" and discuss the risks and benefits of social networking and collaborative publishing.	Inventory their "digital footprint" and discuss the risks and benefits of social networking and collaborative publishing.	Inventory their "digital footprint" and discuss the risks and benefits of social networking and collaborative publishing.	

Rubric continued on following page.....

<p>7. Choose a topic of interest and then locate, analyze and ethically use information from a variety of sources and media. The data could be developed through research, collected from a library, media sources, the internet, or other sources.</p>		<p>Choose a topic of interest and then locate, analyze and ethically use information from a variety of sources and media. The data could be developed through research, collected from a library, media sources, the internet, or other sources.</p>	
<p>8. Select the appropriate resources to use for their research and justify the selection based on their efficiency and usefulness. They will efficiently scan search results for best potential sites before following links.</p>		<p>Select the appropriate resources to use for their research and justify the selection based on their efficiency and usefulness. They will efficiently scan search results for best potential sites before following links.</p>	
<p>9. Recognize bias in digital resources while researching the controversial aspects of their project with guidance from the teacher.</p>	<p>Recognize bias in digital resources while researching the controversial aspects of their project with guidance from the teacher. Presents to the class multiple examples of both reliable and unreliable resources and the bias they contain from their topic.</p>	<p>Recognize bias in digital resources while researching the controversial aspects of their project with guidance from the teacher.</p>	