

BENWAY SCHOOL

Digital Citizenship

Grades 1-5

Credits: 5



Benway School

Digital Citizenship

Content Area: Digital Citizenship

Unit Title: *Introduction to Digital Citizenship*

Grade Levels:1-5

Unit Overview: In this course, students will be empowered to think critically and engage as responsible citizens of the digital world. Students will explore topics such as privacy and security, self-image and identity, relationships and communication, cyberbullying, digital footprints, copyrights, information literacy, and overall internet safety.

Recommended Pacing: Full year (one meeting per week)

Student Learning Objectives	NJSLS
Identify and engage in the qualities of digital citizenship.	D2.Civ.7.6-8. 2.2.8.C.1
Identify the purpose of digital media in our daily lives.	D2.Civ.1.6-8.
Engage in appropriate online searches to locate high-quality websites.	D3.1.6-8. D3.2.6-8.
Determine ways to stay safe from identity theft.	2.1.8.E.1
Consider the intentions and impact of cyberbullying, and generate problem-solving strategies.	2.1.8.E.1
Understand copyright laws and respect the creative work of others.	1.3.3
Reflect on the positive and negative consequences of their social media habits.	8.1.8.D.5
Determine ways to handle inappropriate online talk.	2.1.8.E.1 2.2.8.A.2
Explore the outcomes of presenting yourself in different ways online.	2.1.8.E.1
Explore gender stereotypes and how they shape online experiences.	8.1.8.D.5
Explore the meaning of a digital footprint.	2.2.8.A.1
New Jersey Student Learning Standards	Progress Indicator
Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	2.1.8.E.1
Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	2.2.8.A.1
Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	2.2.8.A.2
Analyze strategies to enhance character development in individual, group, and team activities.	2.2.8.C.1
College, Career, and Civic Life (C3) Framework	
Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.6-8.
Apply civic virtues and democratic principles in school and community settings.	D2.Civ.7.6-8.

Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.6-8.
Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.6-8.
American Association of School Librarians Standards (AASL) <i>(NJSL Standards should be applied, as needed, to connect to the general classroom instruction.)</i>	AASL
Follow ethical and legal guidelines in gathering and using information.	1.3.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose	8.1.2.A.1
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using a word processing application	8.1.2.A.2
Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media	8.1.5.D.3
Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media	8.1.5.D.4
Analyse the resource citations in online materials for proper use	8.1.5.D.2
Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks	8.1.5.E.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Recognize the techniques and effects of deceptive advertising.	9.1.8.E.8
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.7
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Digital citizenship, identity theft, cyberbullying, media/social media, digital footprint, copyright, etiquette/netiquette	

Evidence of Learning

Suggested Assessments:

- Homework assignments
- Oral reports
- Oral participation and use of technology
- Group projects and papers
- Research projects and papers using technology
- Tests and quizzes (Bend 1 and 2 assessments)
- Internet use
- Supplemental reading
- Class participation
- Debates
- Multimedia projects
- Analyze documents
- Group work
- Independent research

Learning Activities:

Introduction:

- **What is Digital Citizenship?**

<https://www.common sense media.org/videos/what-is-digital-citizenship>

Bend 1:

- **Digital Life 101:** What is the place of digital media in our lives?
- **Strategic Searching:** What steps can help you find what you're looking for when you search online?
- **Scams and Schemes:** What is identity theft, and how can you protect yourself from it?
- **Cyberbullying: Be Upstanding:** How do you judge the intentions and impact of people's words and actions online?
- **A Creator's Rights:** What rights do you have as a creator?
- *Bend 1 Assessment*

Bend 2:

- **My Media:** What are your personal media habits, and how much time do you spend with different forms of media?
- **A Creator's Responsibilities:** What responsibilities do you have to respect others' creative work?
- **Safe Online Talk:** How should you handle inappropriate online talk?
- **Which Me Should I Be?** What are the outcomes of presenting yourself in different ways online?
- **Gender Stereotypes Online:** What are gender stereotypes, and can they shape our experiences online?
- *Bend 2 Assessment*

Bend 3:

- **Trillion-Dollar Footprint:** What is a digital footprint, and what does yours convey?
- **Identifying High-Quality Sites:** When can you trust what you find on the Internet?
- **The Reality of Digital Drama:** Does the way we think about digital drama have anything to do with gender?

- **Cyberbullying: Crossing the Line:** When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?
- **Rework, Reuse, Remix:** What rights do you have as a creator?

Additional Activities:

- Guest speakers (guidance counselors)
- Whole class and small group discussions
- Individual and group work
- Oral presentations
- Digital presentations
- Skits

Instructional Materials:

- Smartboard
- Video selections
- Google Suite

Teacher Resources:

- BrainPOP Digital Citizenship Videos: <https://www.brainpop.com/digitalcitizenship/> (Topics include: Copyright, Cyberbullying, Digital Etiquette, Hackers, Information Privacy, Internet, Internet Search, Online Safety, Online Sources, Peer Pressure, Plagiarism, Social Media, and more)
- Digital Citizenship: Respect, Protect, Education: <https://educators.brainpop.com/2017/10/10/digital-citizenship-respect-protect-educate/>
- What Type of Digital Citizens Do We Want Students to Be? <https://educators.brainpop.com/2017/10/30/type-digital-citizens-want-students/>
- Digital Compass Game: <https://www.digitalcompass.org/game/index.html>
- Common Sense Education: Connecting Families resources <https://www.commonsense.org/education/digital-citizenship>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist students with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Continue to develop phrasing and fluency while reading aloud, as needed ● Encourage silent reading for short periods of time 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist students with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions

- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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