Digital Citizenship Curriculum – 7-12

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2014

Contents

Abstract

The ICCSD secondary teacher librarians have collected resources, lessons, and assessments which address the concept of Digital Citizenship. These resources will be available on the district library webpage and can be taught by teacher librarians, classroom teachers, or collaboratively.

Project Description

Technology and connectedness via the internet are a part of all of our daily lives. Our students must be prepared to be citizens not only in the physical communities they inhabit, but also in a global digital world. Rather than using fear based tactics, restrictive policies and punitive measures to ensure compliance, we must be proactive in teaching students to be positive and effective members of our current and future society.

Digital Citizenship can be defined as an understanding of the rights and responsibilities of those participating as members of a digital global society. According to ISTE's (2007) Standards for Students, students who are effective Digital Citizens will "understand human, cultural, and societal issues related to technology and practice legal and ethical behavior." They will be able to "advocate and practice safe, legal, and responsible use of information and technology; exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity; demonstrate personal responsibility for lifelong learning; and exhibit leadership for digital citizenship (ISTE, 2007).

Suggestions for curricular or subject tie-ins have been made for each concept in the four main strands, but Digital Citizenship skills are a part of all disciplines and daily life. At the High School level, suggestions for City High curricular ties are in red, West High in green.

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In order to meet the ISTE standards for Digital Citizenship as well many Common Core Standards in 21st Century Skills, this curriculum represents four main strands:
1. Digital Safety
2. Digital Reputation
3. Digital Relationships
4. Digital Ethics

Each strand is broken up in to relevant concepts. It is important to note that as technology evolves, so may the most relevant concepts to our students. Rather than focus on specific technological tools or devices, students must be prepared to apply the essential learnings associated with the above strands to new and ever changing technologies.

The following overarching objectives apply to any grade level:

Digital Safety
Objectives:
- Students will recognize the relationship between the online availability of their personal information and their safety.
- Students will explore and apply the settings available in various technologies that can guard their safety.

Digital Reputation
Objectives:
- Students will determine what personal information is appropriate to share online.
- Students will understand that information published online has real-world consequences.

Digital Relationships
Objective:
- Students will use technology to communicate appropriately and effectively.

Digital Ethics
Objectives:
- Students will use technology efficiently and in a manner that does not harm themselves or others (CCSS).
- Students will use technology in a way that respects the rights of creators.
- Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE).

Digital Citizenship Framework 7-8

Digital Safety

Objectives:
- Students will recognize the relationship between the online availability of their personal information and their safety
- Students will explore and apply the settings available in various technologies that can guard their safety

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Privacy settings	Show 6 Degrees of Info video. Discuss what type of info you'd be comfortable sharing with which groups of people (Venn diagram) (see Jenna's lesson plan) Go to "digizen.org" - jigsaw various sites to compare privacy policies, age restrictions, etc.	Evaluating Privacy Settings of Social Media: http://www.digizen.org/socialnetworking/evaluating-sns.aspx 6 Degrees of Information: http://www.nsteens.org/Videos/6DegreesOfInformation Privacy Settings Lesson https://docs.google.com/document/d/1DtTmC1D6TuwCumxVeCHDGLNutoj5r1sZD06ONhqSaTA/edit	Personal Development	Give students time to login to their social media accounts, locate privacy settings, work on changing them or examining them.	Use technology efficiently and in a manner that does not harm them or others. Understand the underlying structure and application of technology systems.
Sharing personal Info	Basic information and its relationship to safety, don't tell everyone where you are all the time, being aware of GPS tracking What does your selfie (or personal info online) say about you?	How quickly online information can spread: https://www.youtube.com/watch?v=pGkaw44-Ql4 Selfies and Culture lesson: http://justonesandzeros.org/social/selfies-as-a-teaching-tool	Personal Development or Art	Selfie/self-portrait project Publish online	Use technology efficiently and in a manner that does not harm them or others.

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Password strength	Would you write your locker combo on the outside of your locker? Would you leave your house key in the mailbox? Students go to https://howsecureismypassword.net/ to see how quickly their passwords could be cracked. Discuss what makes a strong password, and why it matters. Strategies for remembering password	http://xkcd.com/936/ https://howsecureismypassword.net/ most common passwords: https://www.youtube.com/watch?v=_7RP6UiNSWA bad password dress: http://lorrie.cranor.org/blog/2013/12/09/password-dress/	Personal Development Math	Try out different passwords on How Secure.... until students find one that would take at least 20 years crack.	Use technology efficiently and in a manner that does not harm them or others.
Recognizing Scams, Schemes, Ads, Creeps	Being cautious and smart about Phishing, Spam, Scams, Ads, and more Examples, Discussion Myths vs. Realities of Online Predators	https://www.commonsensemedia.org/educators/lesson/scams-and-schemes-6-8 Myths vs. Realities of Online Predators Article: http://www.educationworld.com/a_tech/columnists/willard/willard006.shtml	Personal Development	Identify examples of various scams, ads, etc.	Use technology efficiently and in a manner that does not harm them or others.

Digital Reputation

Objectives:
- Students will determine what personal information is appropriate to share online
- Students will understand that information published online has real-world consequences

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
What goes online, stays online • employment/college • "the right to be forgotten" doesn't really work	Students Google themselves. (Hint: names in quotation marks) Discuss the recent news story from Europe about the "right to be forgotten" by Google http://goo.gl/IOSvS5 Show students "The Wayback Machine" http://archive.org/web/ and explore some websites	Two Kinds of Stupid Video: http://www.nsteens.org/Videos/TwoKindsOfStupid Digital Reputation Video: http://www.cybersmart.gov.au/Teens/How%20do%20I%20deal%20with/Digital%20reputation.aspx Dad's copying your selfies: http://www.huffingtonpost.com/2014/04/21/selfie-spoof_n_5185993.html	Personal Development	Students discuss various photos, example posts, etc. from the point of view of a friend, a co-worker, a boss, a teacher, a parent, future self, etc.	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.
Digital Tattoo effects on real life	Job/college applications… Read articles about real life effects What would we find out about you? http://youtu.be/T3awgYhZjdQ	https://www.youtube.com/watch?v=79IYZVYIVLA#t=253 (Digital "dossier") Digital Identity Lesson https://docs.google.com/document/d/1swivBEAnpmgaoCM-d5uzIme0ID3O7LYiSlN75sr8DTs/edit	Personal Development Connect with Guidance	Students assess each other's digital tattoo from point of view of employer, teacher, parent, etc.	Use technology efficiently and in a manner that does not harm them or others.

Digital Relationships

Objective:
- Students will use technology to communicate appropriately and effectively

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Being Friendly and Safe	West High Bros Video Being nice online is just as important as being nice in person. Rings of Responsibility	West High Bros Video: https://www.youtube.com/watch?v=2InkWRc1zww Being Nice Article: http://www.popsci.com/science/article/2012-12/science-confirms-obvious-being-nice-helps-you-make-friends Rings of Responsibility Lesson: https://www.commonsensemedia.org/sites/default/files/uploads/classroom_curriculum/3-5-unit1-ringsofresponsibility.pdf	PBIS Expectations/Guidance Personal Development relationships unit	Discussion, Roleplaying, Written Reflection	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.
Netiquette	Digital Drama - what is drama, why do people like it? Ways to be kind online - discuss internet comments and forums	Digital Drama Lesson: https://www.commonsensemedia.org/educators/lesson/the-reality-of-digital-drama-6-8 Think Before You Post https://drive.google.com/?usp=chrome_app#folders/0B8faWP5WeNZmT29PMnlPejVVeTQ	Language Arts or Personal Development blogging	Become digital pen pals with someone from another state or country participate in blog comments or a forum on a topic using respectful etiquette	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Cyber-bullying/ bystanders	Role Playing/ Writing responses to situations online Sample role playing scenarios: http://archive.adl.org/education/curriculum_connections/cyberbullying/middle%20school%20handouts.pdf	Stand up or Standby Role Playing Game: http://www.nsteens.org/Comics/StandByOrStandUp Cyberbullying Toolkit for Teachers: http://www.youtube.com/watch?v=dygyi96-amM&list=PLvzOwE5lWqhRhUa0Zet5_9yfLX8NRvb3&feature=share&index=13	Personal Development	Role-playing, writing reflections on discussion	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.
Permission before posting	Video, Discussion, flow chart	20 minute video: http://youtu.be/TtEGAcLBTTA Should I post this Flow Chart: https://www.commonsensemedia.org/educators/middlehigh_poster	Personal Development Language Arts Homeroom/ PBIS	Discussion, using the flowchart on sample photos	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Communicating appropriately for the audience	Discuss when various forms of communication are most appropriate: Texting vs. emoticons vs. email vs. blogging vs. Facebook posts Safe Talk online from Common Sense Which me should I be? from Common Sense	Emoji/Disney Quiz: http://www.huffingtonpost.com/2014/06/16/disney-emoji-quiz_n_5461664.html Safe Talk Online: https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8 Which Me Should I be?: https://www.commonsensemedia.org/educators/lesson/which-me-should-i-be-6-8	Literacy/ Language Arts	Match correct "words" to appropriate situation/person	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.

Digital Ethics

Objectives:
- Students will use technology efficiently and in a manner that does not harm themselves or others (CCSS)
- Students will use technology in a way that respects the rights of creators
- Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (from ISTE)

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Using information/intellectual property ethically	Creator's Rights and Responsibilities : https://www.commonsensemedia.org/educators/lesson/creator%E2%80%99s-responsibilities-6-8	Fair Use Video: https://www.teachingchannel.org/videos/teaching-students-fair-use Stealing Music Video: http://dccurric.pbworks.com/f/Stealing+Sucks+PSA+%28feat.+His+Orchestra%29.mp4	Science 7 Language Arts/Literacy Global Studies	Bibliographies, integration throughout the year	Use technology efficiently and in a manner that does not harm them or others.
Copyright & Creative Commons	Compare copyright, public domain, and creative commons licenses - how are they alike/different. Demonstrate searching for images under Creative Commons licensing or Public Domain	Explanation of Creative Commons: http://creativecommons.org/licenses/ Creative Commons video about CC licensing. http://creativecommons.org/videos	Literacy or Language Arts? Global Studies - travel? Language Arts 8 - iPoem Project Science 7 - Disease Research images Professional Development with Staff	Bibliographies, proper citation and permission throughout the year.	Demonstrate awareness of legal and ethical responsibilities when using copyrighted material, and how a disregard of legal and ethical responsibilities affects others.

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Respecting both real and virtual property: rights, responsibilities	Students brainstorm ways to treat tech with respect? Crime scene investigation - examples of disrespect, students identify problem	10 Commandments of Computer Use: http://www.ciconline.org/Resource/digital-ethics-section-3	Homeroom/PBIS Expectations, Beginning of the Year library orientation	Identifying appropriate and inappropriate use	Understand the underlying structure and application of technology systems.
Acceptable Use Policy	Review the acceptable use policy for technology in your school https://docs.google.com/file/d/0B8faWP5WeNZmYWZ2RGdTUV9ZZEE/edit	Sample lessons: http://www.google.com/url?q=http%3A%2F%2Fwww.ciconline.org%2FResource%2Fdigital-ethics-section-3&sa=D&sntz=1&usg=AFQjCNFFrUGpG6rl38qOm8DD_D_UX4cSs http://www.bpscybersafety.org/aup.html Safety Pledge: http://www.netsmartz.org/Resources/Pledges	Homeroom/PBIS Expectations	Identify key elements of the AUP	Use technology efficiently and in a manner that does not harm them or others.

Digital Citizenship Framework 9-12

Digital Safety

Objectives:
- Students will recognize the relationship between the online availability of their personal information and their safety
- Students will explore and apply the settings available in various technologies that can guard their safety

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Privacy settings	Locate, evaluate privacy settings on various sites Articles: http://online.wsj.com/news/articles/SB122170459104151023 http://www.huffingtonpost.com/2013/11/06/colleges-facebook_n_4228586.html	Evaluating Privacy Settings of Social Media Sites: http://www.digizen.org/socialnetworking/evaluating-sns.aspx FB Security Best Practices http://www.sophos.com/en-us/security-news-trends/best-practices/facebook.aspx Research on Teens' Privacy Issues Online http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy/ Common Sense Media Lesson: https://www.commonsensemedia.org/educators/lesson/whats-big-deal-about-internet-privacy-6-8	US Literature, Career Unit. •students review social media settings and see if there is anything on it that could hinder their chance for a college/career. 9th American Studies: Tech Orientation	Presentations are given of the careers. There could be an option to assess their digital footprint and how it could affect their career choice Students self-assess privacy settings during class discussion	Use technology efficiently and in a manner that does not harm them or others. Understand the underlying structure and application of technology systems.

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Sharing personal Info	http://www.nsteens.org/ Video: Two Kinds of Stupid http://www.netsmartz.org/RealLifeStories/TwoKindsOfStupid Net Smart Teens has a lot of resources What Six Clicks Tell us About You" http://www.netsmartz.org/TeensTalkBack/OfflineConsequences	Digital Tattoo YouTube Channel http://www.youtube.com/channel/UCwnVkkGlyhRy2eMbrzlJc0A Oops, I broadcast it on the internet Lesson: https://www.commonsensemedia.org/educators/lesson/oops-i-broadcast-it-internet-6-8	Health 9th 9th Health/ 9th American Studies: Tech Orientation	Students evaluate each other's web presence Discussion	Use technology efficiently and in a manner that does not harm them or others.
Password strength	Student creates a password that has something to do with classmate. The students have 20 questions to try and figure it out. Discussion of what makes a good/bad password.	Share articles that discuss about passwords being compromised. http://money.cnn.com/2013/12/22/news/companies/target-credit-card-hack/ Most Common/Worst Passwords: http://splashdata.com/press/worstpasswords2013.htm	Economics 9th American Studies: Tech Orientation	Self-assess during class discussion using https://howsecureismypassword.net/	Use technology efficiently and in a manner that does not harm them or others.

Digital Reputation

Objectives:
- Students will determine what personal information is appropriate to share online
- Students will understand that information published online has real-world consequences

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
What goes online, stays online •employment/college • "the right to be forgotten" doesn't really exist	With Digital Safety - students Google themselves to see what college admissions and/or potential employers would find Digital Life 102 Ted Talk video	http://www.teenhealthandwellness.com/article/529/1/your-digital-permanent-record Digital Life 102: https://www.commonsensemedia.org/sites/default/files/uploads/classroom_curriculum/9-12-unit1-digitallife102.pdf Digital toolkit: http://comfortably20.blogspot.ca/2013/08/the-new-and-improved-digital.html?spref=tw Ted Talk: https://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos#t-17208	US Literature career unit 9th Health	Assess on information that should be included in a paper resume. Discussion Brief in-class quiz	Use technology efficiently and in a manner that does not harm them or others.

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Digital Tattoo	Create a Facebook resume. •address how social media can be helpful and is now an integral part of our lives. http://www.primermagazine.com/2012/earn/job-hunting-3-0-create-a-facebook-page-resume	Facebook Resume: http://www.primermagazine.com/2012/earn/job-hunting-3-0-create-a-facebook-page-resume Take Pride in Digital Footprint Video: https://www.commonsensemedia.org/videos/abbass-story-pride-in-your-digital-footprint College Bound lesson: https://www.commonsensemedia.org/educators/lesson/college-bound-9-12	Business class US Literature Career Unit Business Dept Resume Project	Assess on information that should be included in a paper resume. Futures class "first resume" projects include piece that details digital tattoo and students' reflection on maintaining a positive footprint	Use technology efficiently and in a manner that does not harm them or others.

Digital Relationships

Objective:

- Students will use technology to communicate appropriately and effectively

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Being Friendly/ Appropriate	Contact the teacher using the rules in the link Positive Relationships online Building a Community Online Lesson Romantic Relationships Discussion	http://edtech2.boisestate.edu/sarahramsburg/502/netiquette.html https://www.commonsensemedia.org/educators/lesson/building-community-online https://www.commonsensemedia.org/educators/lesson/overexposed-sexting-and-relationships	Freshman class orientation Career Unit 11th 9th American Studies: Tech Orientation	Discussion	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.
Netiquette	Contact the teacher using the rules in the link	http://edtech2.boisestate.edu/sarahramsburg/502/netiquette.html	Freshman class orientation Career Unit 11th 9th American Studies: Tech Orientation	Discussion	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.
Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS

Cyberbullying /bystanders	Our Dean of Students has dealt with this in the past. Invite him in to share stories and discussion	Dean of Students	9th Orientation 9th American Studies: Tech Orientation	Q and A with Dean of Students. In class discussion	Use technology efficiently and in a manner that does not harm them or others.
Permission before posting	Discussion, flow chart Feeling on Display lesson from Common Sense Media and/or Private Today, Public Tomorrow	Should I post this Flow Chart: https://www.commonsensemedia.org/educators/middlehigh_poster Feeling on Display: https://www.commonsensemedia.org/educators/lesson/feeling-on-display https://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-12	9th American Studies: Tech Orientation	Discussion, using the flowchart on sample photos	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.
Appropriate Communication for the audience	Discuss when various forms of communication are most appropriate: Texting vs. emoticons vs. email vs. blogging vs. Facebook posts Safe Talk online from Common Sense Which me should I be? from Common Sense	Emoji/Disney Quiz: http://www.huffingtonpost.com/2014/06/16/disney-emoji-quiz_n_5461664.html Safe Talk Online: https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8 Which Me Should I be?: https://www.commonsensemedia.org/educators/lesson/which-me-should-i-be-6-8	English	Match correct "words" to appropriate situation/person	Use technology efficiently and in a manner that does not harm them or others. Interact and collaborate with peers, experts, and others using technology.

Digital Ethics

Objectives:
- Students will use technology efficiently and in a manner that does not harm themselves or others (CCSS)
- Students will use technology in a way that respects the rights of creators
- Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (from ISTE)

Key Concepts	Activities/Lesson Ideas	Resources/Tools/Handouts/Links	Curricular Connection	Assessment Options	CCSS
Using information/intellectual property ethically	Embedded in various research units Copyright Rights and Wrongs from Common Sense Media	RRRR http://www.pleasedontcheat.com/ https://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs	English 9 research unit English 9 Symposium	Evaluation Rubric	Use technology efficiently and in a manner that does not harm them or others
Copyright & Creative Commons	What images can students for free and what do we need to pay for? Show students AP Photos Database and other online databases we pay for	http://www.iccsd.k12.ia.us/library/Resources/Links/subscrip.htm Creative Commons Search: http://search.creativecommons.org/	Social Studies-Our Time Various other projects History of Europe research projects Foundation of Science	Evaluating the student on proper citation within his or her project-proper MLA. Citations are part of existing rubric	Demonstrate awareness of legal and ethical responsibilities when using copyrighted material, and how a disregard of legal and ethical responsibilities affects others.
Programming vs. Hacking	Guest Speakers - law enforcement, programmers	Guest speakers-law enforcement, Local programmers	PLTW Kirkwood high-school courses Tech classes	Discussion	Use technology efficiently and in a manner that does not harm them or others
Acceptable use	Review district acceptable use policies. Scenarios, discussion of why or why not acceptable	https://docs.google.com/file/d/0B8faWP5WeNZmYWZ2RGdTUV9ZZEE/edit	Government 9th American History: Tech Orientation	Discussion Questionnaire	Use technology efficiently and in a manner that does not harm them or others