

Digital Citizenship

Unit #: APSDO-00093463
Team: Angela Antonelli (Author), Rebecca Kerrigan, Lauren Bogoian

Grade(s): 4
Subject(s): Informational Digital Literacy
Course(s): GR. 4 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will be introduced to the additional concepts of digital citizenship. Students will demonstrate their learning by using proper online etiquette when collaborating on a project. In addition, students will provide a list of sources for a given project. Primary instructional materials include Chromebooks.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • ISTE Standards (2016) <ul style="list-style-type: none"> ◦ <i>ISTE Standards for Students</i> <ul style="list-style-type: none"> ▪ Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. (1) <ul style="list-style-type: none"> ▪ Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. (1.d) ▪ Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. (2) <ul style="list-style-type: none"> ▪ Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (2.a) ▪ Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. (2.b) ▪ Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (2.c) ▪ Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. (2.d) ▪ Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
	<p>T1 (T105) Demonstrate digital citizenship through safe, ethical, and legal practices.</p> <p>T2 (T104) Engage in positive and respectful interactions in physical and/or virtual forums to broaden perspectives and deepen knowledge.</p>	
	<h3>Meaning</h3>	
	<h4>Understanding(s)</h4>	<h4>Essential Question(s)</h4>
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p>	
<p>U1 (U601) Digital footprints are permanent and traceable and must be managed well.</p> <p>U2 (U602) There are legal ramifications for breaching the policies of acceptable use.</p> <p>U3 (U301) Ethical and skillful researchers give proper attribution to their sources to add credibility to their assertions/claims.</p>	<p>Q1 (Q602) What is a digital footprint? How can I make sure mine is good? (K-3) How do I create, protect, and manage my digital footprint? (4-12)</p> <p>Q2 (Q603) What's safe for me to share online? (K-4) How do I use technology, safely share information, and appropriately engage with others online/in a digital forum? (5-12)</p> <p>Q3 (Q600) How does access to the digital world allow people to interact and share ideas?</p> <p>Q4 (Q601) How do I know if a website is safe?</p>	
<h3>Acquisition</h3>		
<h4>Knowledge</h4>	<h4>Skill(s)</h4>	

<p>knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. (3)</p> <ul style="list-style-type: none"> ▪ Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. (3.b) ▪ Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (3.c) ▪ Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. (5) <ul style="list-style-type: none"> ▪ Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. (5.d) <p>• AASL Standards Framework for Learning</p> <ul style="list-style-type: none"> ◦ Shared Foundations and Key Commitments: All Grades <ul style="list-style-type: none"> ▪ INQUIRE <ul style="list-style-type: none"> ▪ Share: Interacting with content presented by others. (IDL.INQ.06) ▪ Share: Sharing products with an authentic audience. (IDL.INQ.09) ▪ INCLUDE <ul style="list-style-type: none"> ▪ Think: Articulating an awareness of the contributions of a range of learners. (IDL.INC.01) ▪ Think: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. (IDL.INC.02) ▪ COLLABORATE <ul style="list-style-type: none"> ▪ Think: Developing new understandings through engagement in a learning group. (IDL.COL.02) ▪ Create: Using a variety of communication tools and resources. (IDL.COL.04) ▪ CURATE <ul style="list-style-type: none"> ▪ Think: Identifying possible sources of information. (IDL.CUR.02) ▪ Think: Making critical choices about information sources to use. (IDL.CUR.03) ▪ Create: Seeking a variety of sources. (IDL.CUR.04) ▪ Create: Systematically questioning and assessing the validity and accuracy of information. (IDL.CUR.06) ▪ Share: Accessing and evaluating collaboratively constructed information sites. (IDL.CUR.08) ▪ Share: Contributing to collaboratively constructed informational sites by ethically using and reproducing others' work. (IDL.CUR.09) ▪ Grow: Performing ongoing analysis of and 	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to navigate and collaboratively utilize tools such as databases and applications within the Google Suite to demonstrate their learning</p> <p>K1 What it means to be a good digital citizen including respecting people's private accounts</p> <p>K1 That websites exist for a variety of purposes and must be evaluated for credibility and reliability</p> <p>K1 That they must provide basic citations for their sources</p> <p>K2 That components of their digital footprint include history, breadcrumbs, and choices about how accounts are used</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Protecting the privacy of their own account as well as the accounts of others</p> <p>S1 Collaboratively using Google Suite tools such as Docs and Slides to demonstrate learning</p> <p>S1 Accessing, navigating, and using content within a database</p> <p>S2 Providing a basic citation for their source</p> <p>S3 Identifying characteristics of websites, such as URL information, to help determine the purpose of a website</p> <p>S4 Maintaining a positive digital footprint</p>
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reflection on the quality, usefulness, and accuracy of curated resources. *(IDL.CUR.11)*

- **EXPLORE**

- Think: Reflecting and questioning assumptions and possible misconceptions. *(IDL.EXP.02)*

- **ENGAGE**

- Think: Responsibly applying information, technology, and media to learning. *(IDL.ENG.01)*
- Think: Understanding the ethical use of information, technology, and media. *(IDL.ENG.02)*
- Think: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. *(IDL.ENG.03)*
- Grow: Reflecting on the process of ethical generation of knowledge. *(IDL.ENG.10)*
- Grow: Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. *(IDL.ENG.11)*