

Digital Citizen

Unit #: APSDO-00091016
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Grade(s): 5
Subject(s): Informational Digital Literacy
Course(s): GR. 5 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will protect their personal image and data, appropriately present themselves in digital forums, and build a positive digital footprint in order to be safe and responsible digital citizens. Primary instructional materials include the G-Suite.

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"> ▪ 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) ▪ Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. (6) <ul style="list-style-type: none"> ▪ Students create original works or responsibly repurpose or remix digital resources into new creations. (6.b) ▪ Students publish or present content that customizes the message and medium for their intended audiences. (6.d) • AASL Standards Framework for Learning <ul style="list-style-type: none"> ◦ <i>Shared Foundations and Key Commitments: All Grades</i> <ul style="list-style-type: none"> ▪ ENGAGE <ul style="list-style-type: none"> ▪ 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) ▪ Create: Acknowledging authorship and 	<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><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></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 (Q501) How do I safely share information and appropriately engage with others online?</p>
<h3>Acquisition</h3>		
<h4>Knowledge</h4>	<h4>Skill(s)</h4>	

<p>demonstrating respect for the intellectual property of others. (IDL.ENG.05)</p>	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to protect APS and personal passwords/logins (personal security)</p> <p>K2 How to protect personal image and digital creations</p> <p>K3 How to search self on internet for own digital presence/footprint</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Examining their search history and other breadcrumbs based on student online presence (e.g., saving passwords online, bookmarking sites)</p> <p>S2 Differentiating between approved district accounts and personal external web-based accounts</p>
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