Digital Media

Course Essential Questions:

- **How is technology connecting our lives?**
- **How is technology changing our culture?**
- **How can we use technology to communicate in new ways?**

Phase II Curriculum

Unit: Safety and Security

Essential Questions:	Essential Understanding:
- What's the big deal about Internet privacy? - Does it matter who has my data? - How should I handle inappropriate online talk? - How can I tell when an online relationship is risky? - How do websites collect personal information, what are the pros and cons of this and what can be done about it? - How can a secure password help protect your private information? - What is identity theft, and how can I protect myself from online identity theft?	- In a digital world, it is important to safeguard oneself against scams and predators—not everyone is trustworthy! - There are many benefits to sharing information online, but also many safety and security risks with sharing certain types of information. - Some types of information can put you at risk for identity theft and other scams.

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes.

b. Create original works as a means of personal or group expression.

c. Use models and simulations to explore complex systems and issues.

d. Identify trends and forecast possibilities.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

d. Contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

   Students apply digital tools to gather, evaluate, and use information.

b. Locate**,** organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. Process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation.

d. Collect and analyze data to identify solutions and/or make informed decisions.

e. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems and operations.

a. Understand and use technology systems.

Knowledge/Content Students will know about….	Skills/Processes Students will be able to……
- risky online relationships and guidelines to determine safe relationships - how and why companies collect information about visitors to their websites - characteristics of strong passwords - identity theft and the importance of guarding against it - benefits and risks of sharing info online, online tracking, and targeting - online privacy, privacy policies, and why companies collect information - strategies used by scam artists in phishing schemes and identity theft	- compare and contrast stereotypes/realities when it comes to Internet "stranger danger" - brainstorm ways to avoid risky behavior - recognize warning signs of online predators - describe positive aspects of online communication - recognize strategies used by scam artists online and manage private information - apply characteristics of strong passwords to create new passwords - distinguish between personal information and private information

Phase III Textbook/Materials
Daily individual computer and Internet acces

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	**Agreed Upon Interim Summative**
*"Stay Safe" campaign using internet poster software or Prezi—combine with simple print versions to hang around the school (topics:	**Assessments:** (*identifies Performance Task) *Write a privacy policy

scams, phishing, passwords, etc.) with QR codes linking to online posters and presentations. • Unit Test	

Phase V Learning Plan

- Lesson quizzes
- Blog discussions—Word clouds
- Little Red Riding Hood history and analysis
- Analyze a privacy policy from a favorite website
- Find youth/teen websites that require private/personal information to register
- Play Spam Scam Slam at www.OnGuardOnline.gov
- Create Internet security rules for home and family
- Advertising log and analysis

Phase II Curriculum
Unit: Digital Citizenship/Your Digital Life and Footprint

Essential Questions:	Essential Understanding:
• Does my "digital world" affect my "real world"? • What is the place of digital media in our lives? • What are my personal media habits, and how much time do I spend with different forms of media? • What are the possibilities and potential pitfalls of using digital media in our social, connected culture? • What is a good digital citizen? • What is a digital footprint, and what does mine convey? • What are the consequences of over-sharing online? • How do you respect the privacy of others online? • What does it mean to do the right thing online? • How can information I post on the Internet affect my future opportunities?	• Using digital media safely, responsibly and respectfully, is an important part of being a good digital citizen. • It is important to act responsibly when carrying out relationships over digital media. • Each person has a digital footprint and information from it can be searched, copied, passed on and seen by a large, invisible audience. • People's online information can be helpful or harmful to their reputation and image, and putting information about others online could compromise their reputation or relationships. • It is the responsibility of digital media users to respect the personal information and privacy of others. • Any information that is posted online can help or hurt a person's image and future opportunities, including chances for college admission or employment.

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10. Read and comprehend complex literary and informational texts independently and proficiently.
College and Career Readiness Anchor Standards for Writing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

0. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes.

b. Create original works as a means of personal or group expression.

c. Use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. Develop cultural understanding and global awareness by engaging with learners of other cultures.

d. Contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

   Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. Process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation.

b. Plan and manage activities to develop a solution or complete a project.

c. Collect and analyze data to identify solutions and/or make informed decisions.

d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. Demonstrate personal responsibility for lifelong learning.

d. Exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems and operations.

a. Understand and use technology systems.

b. Select and use applications effectively and productively.

Knowledge/Content Students will know about….	Skills/Processes Students will be able to……
• online ethics in terms of privacy, self-expression, cyber bullying, and respecting creative work • basic vocabulary for discussing digital media, Internet, and online life and statistics about the current digital landscape • concept of "digital citizenship" and a "digital footprint" • importance of respecting the privacy of others	• reflect on positive/negative impact of digital media and a "culture of sharing" • define digital citizenship and identify online responsibilities • examine the role of digital media in their own lives • recognize context in posting/viewing messages • develop privacy management skills • assess how much time is spent with media activities and formulate a viewpoint on the role that digital media play in their lives • analyze a social network page to explore online ethics • think critically about what they choose to post and share about themselves online • discuss the role that adults (parents/teachers) should have in students' online lives

Phase III Textbook/Materials

Daily individual computer and Internet access

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
• *Create website for a positive online presence after searching and analyzing current footprint • Unit Test	• *Digital life simile song or digital story using story-telling software • *Use cameras, cell phone, or Voicethread to make short videos about information that was supposed to be private but became public • *Create comic strip or Prezi about good digital citizenship

Phase V Learning Plan

• Lesson quizzes
• Blog discussions—Word clouds
• Media Smarts quiz
• Media logs and pie charts (online: National Center for Education Statistics)
• Create podcast about digital media in the future
• Analyze social networking profiles for posts that show good or bad digital citizenship
• Create a Media Smarts quiz using Survey Monkey
• Watch Trend Micro award winning "What's Your Story?" videos with written response
• Create a "footprint" of the kind of information they would want to appear in 10 years
• Secrets in a Hat game
• Create a decision tree flowchart (www.gliffy.com)
• Role play an admissions officer looking at online portfolios

Phase II Curriculum
Unit: Digital Citizenship/Self-Expression & Identity

Essential Questions:	Essential Understanding:
- Who am I online and which "me" should I be? - What are the benefits and risks of presenting oneself in different ways online?	- People may choose to show different parts of themselves online or offline, depending on context and audience, which can sometimes be different from one another in significant ways. - The Internet gives you freedom to make choices about how you present yourself to others online.

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students
1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.
2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
d. Contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information.
a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. Demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

    c.   Understand and use technology systems.

    d.   Select and use applications effectively and productively.

    e.   Troubleshoot systems and applications.

    f.   Transfer current knowledge to learning of new technologies.

Knowledge/Content Students will know about….	**Skills/Processes** Students will be able to……
• motivations, benefits and risks of assuming different personas online; personal identity	• reflect on similarities and differences on how people present themselves online and offline and evaluate the benefits and risks • reflect on how the Internet allows anonymity and deception, how that can affect behavior • evaluate from an ethical standpoint the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online • think critically about what it means to be genuine in an online context

Phase III Textbook/Materials
Daily individual computer and Internet access

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments: • *"Staying Real Online" presentations—Google Docs or Prezi • Unit Test	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task) • *Creating avatars for celebrities and themselves (Meez, Build Your Wild Self, Portrait Illustration Maker, Marvel Create Your Own Superhero)

Phase V Learning Plan
• Lesson quizzes • Blog discussions • Personality diagrams • Partner profiles • Write a short autobiography, then "Wordle" it

Phase II Curriculum	
Unit: Digital Citizenship/Connected Culture	
Essential Questions: • What does it mean to be in a "connected culture"? • How do you judge the intentions and impact of people's words and actions online? • What is cyberbullying, when does inappropriate online behavior cross the line to cyberbullying, what factors intensify it, and how should it be dealt with? • How does online cruelty affect the people	**Essential Understanding:** • Although digital interaction allows for great collaboration and sharing, there are great risks and responsibilities included as well. • Not understanding the forms and norms of online communication can lead to misunderstandings and ill will.

involved?	
• How a community culture be created in which hate speech is unacceptable, both online and offline?	
• How can websites foster community online and how can a positive online community be built?	
• What are the risks and responsibilities when sharing online in a relationship?	

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
0. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students
1. Creativity and Innovation
    Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

2. Communication and Collaboration
  Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.

3. Research and Information Fluency
  Students apply digital tools to gather, evaluate, and use information.
a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making
  Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
  Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

Knowledge/Content Students will know about….	**Skills/Processes** Students will be able to……
- impact of digital sharing in a romantic relationship - risky forms of self-disclosure and possible consequences - core principles of healthy online communities and ways to create positive online communities - online etiquette - various ways that students can be cyberbullied, including flaming, deceiving, and harassing - hate speech and its impact on individuals, groups, and communities - factors that intensify online cruelty and cyberbullying - what targets and "upstanders" can do when online cruelty occurs	- identify, respond to and limit the negative impact of cyber bullying and other online cruelty - recognize differing audiences and vary communication etiquette appropriately - determine the motivations, feelings and intentions of others in online exchanges, and debate the level of harm and intentionality involved - propose constructive solutions to online interpersonal dilemmas that exemplify ethical behavior - determine similarities and differences between in-person bullying and cyberbullying - analyze the positive individual and community practices for building a community online - analyze online communications for form, audience and purpose - identify characteristics of websites that excel at creating positive online community - draw conclusions about how to respond when someone is the target of online cruelty

Phase III Textbook/Materials

Daily individual computer and Internet access

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative
• *Create an ideal community and create a community charter—turn this into a word cloud—and homepage • *"Stop Cyberbullying" campaign—posters, Prezi, QR codes, etc. • Unit Test	**Assessments:** (*identifies Performance Task) • *Make a movie of characters acting out scenarios (www.xtranormal.com) • *Video montage (Animoto) of ways to build healthy relationships online

Phase V Learning Plan

- Lesson quizzes
- Blog discussions
- Write and analyze hurtful/intentional/helpful/unintentional online exchange scenarios
- Write advice to someone who is a victim of bullying
- Assess use of the anonymous reporting system at DHS
- Create dictionary of online/text speak for parents and teachers
- Create a hate speech survey using Survey Monkey
- Interview someone who has been discriminated against and create a Voicethread
- Wikipedia about DHS
- Review school bullying policy—does it deal with online cruelty? Suggestions or changes?
- Research legal aspects of sexting by teens

Phase II Curriculum

Unit: Research & Information Literacy/Searching

Essential Questions:	Essential Understanding:
• With so much information available, how do I search for and find information online? • How can I best use search sites to help me find the information I need? • Which keywords will give me the best search results?	• Search sites and strategies have different functions and purposes and must be evaluated and used properly for best results. • Trying out more than one search site can be the most effective way to search.

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**8**
10. Read and comprehend complex literary and informational texts independently and proficiently.
College and Career Readiness Anchor Standards for Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
0. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students

3. Research and Information Fluency

   Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. Process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

b. Plan and manage activities to develop a solution or complete a project.

c. Collect and analyze data to identify solutions and/or make informed decisions.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems and operations.

c. Select and use applications effectively and productively.

Knowledge/Content Students will know about….	Skills/Processes Students will be able to……
• different search strategies and sites • difference between search engines, directories, and meta-search engines	• practice a variety of search techniques to increase accuracy and relevance • judge the type of search site to use to obtain different information • compare and contrast different types of search sites; analyze effectiveness in meeting search goals • refine searches by using multiple words, synonyms, and alternative words and phrases • draw inferences to explain search results • complete online searches effectively and efficiently by creating and executing a five-step search plan

Phase III Textbook/Materials

Daily individual computer and Internet access

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
• *Timed information scavenger hunt using search stratgies learned and practiced in class • Unit Test	

Phase V Learning Plan

• Lesson quizzes
• Blog discussions
• Google-a-day search puzzles
• Keyword lists
• Make a search plan

Phase II Curriculum
Unit: Research and Information Literacy/Research and Evaluation

Essential Questions:	Essential Understanding:
• How do I navigate all the information available if it is not all trustworthy? • In what ways can information change once it is online? • When can I trust what I find on the Web? • How do I cite different types of online sources? • How do websites attract visitors—and keep them there? • What are the creative and ethical aspects of digital photo manipulation and how is it an example of the more general problem of what happens when there is easy access to user-friendly technologies? • What are the benefits and drawbacks of people working together to create information online?	• It is important to evaluate what we view online for intent and credibility. • The ease of publishing on the Web affects how much the content can be trusted on some sites. • There are special challenges involved in citing online sources. • "Sticky" sites encourage visitors to "stick around" and return often, but many have commercial motives. • The Internet allows users to both celebrate and regulate the "copy-change-paste" culture.

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students
1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
a. Apply existing knowledge to generate new ideas, products, or processes.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.
2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
d. Contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information.
a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
d. Process data and report results.
4. Critical Thinking, Problem-Solving & Decision-Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
a. Identify and define authentic problems and significant questions for investigation.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems and operations.
a. Understand and use technology systems.

Knowledge/Content Students will know about….	**Skills/Processes** Students will be able to……
• the ways information can change once it is on the Web • "Collective Intelligence" and how it works online and offline • criteria to evaluate a website • creative benefits and ethical drawbacks of digital photo manipulation • components of a correct bibliography citation for different types of websites • benefits and drawbacks of working as a team to create new information or products	• evaluate websites and online information for commercial and research purposes • use MLA format to properly cite websites, online newspaper and magazine articles, professional sites, and reference sites. • analyze sticky sites to discover features that make it sticky and recognize commercial motives of such sites • evaluate when collective intelligence may be valuable or not

Phase III Textbook/Materials

Daily individual computer and Internet access

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
• *Mini-research paper on topic of choice (related to course content), using credible Internet sources, cited correctly with a Works Cited page • Unit Test	• MLA quiz • *Plan a "sticky" site for a specific audience—create homepages • *Reflection essay on photo manipulation or collective intelligence

Phase V Learning Plan

- Lesson quizzes
- Blog discussions
- Create a class or group wiki
- Website evaluations
- Works Cited page on a theme
- Photo evaluations (Life's "Real or Fake?") and practice manipulations
- Create social bookmarking using Digg, Reddit, Stumbleupon, or Pinterest
- Research Wikipedia, debate pros and cons
- Analyze book reviews from newspapers vs. regular users at Amazon

Phase II Curriculum
Unit: Research and Information Literacy/Respecting Creative Work

Essential Questions:	Essential Understanding:
• How can I be digitally creative without stealing someone's work? • What rights do I have as a creator? • What responsibilities do I have to respect others' creative work? • What should I consider when I use other people's work and how can I make responsible choices when doing so?	• Although much information is freely available, it is still important to respect and protect author ownership. • Copyright is a legal system that protects the rights to creative work. • Piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.

Curriculum Standards

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10. Read and comprehend complex literary and informational texts independently and proficiently.
College and Career Readiness Anchor Standards for Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of

the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National Educational Technology Standards for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes.

b. Create original works as a means of personal or group expression.

c. Use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

d. Contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

d. Process data and report results.

Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation.

c. Collect and analyze data to identify solutions and/or make informed decisions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. Demonstrate personal responsibility for lifelong learning.

Knowledge/Content Students will know about….	**Skills/Processes** Students will be able to……
• individual rights and responsibilities as a creator and consumer of online content • copyright law, fair use, public domain, inspiration, appropriation and Creative Commons • piracy and plagiarism as forms of copyright	• consider the perspectives of the creator, potential audiences, and broader community when using others' material • compare different ways people license their copyrighted work • create an original work and reflect on their

infringement	copyright responsibilities and rights
• key points required for a creative work to fall under fair use • legal and ethical debates surrounding using other people's creative work	• consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities • brainstorm solutions to dilemmas creators might encounter • judge whether a case study falls under fair use • rework or remix copyrighted material in a collage or video to understand fair use • consider the perspectives of the original creator, potential audiences, and the broader community when using others' material

Phase III Textbook/Materials
Daily individual computer and Internet access

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments: • *Create ethics scenarios with animation software • Unit Test	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task) • *Fair use video remix (Masher) • *Choose a photo for an ad campaign (public domain, own the copyright, or ask permission), create a tagline, and create the advertisement

Phase V Learning Plan
• Lesson quizzes • Blog discussions • Create Happy Birthday songs to avoid copyright problems • Analyze "FBI Warning" on movies • Photo display on a topic of interest, properly using photos according to their copyright

Course Literature Note: Throughout the course, students will read a novel or nonfiction book every 4 weeks (approximately) and blog with each other about the technological, social, and cultural issues and questions the books raise, meeting a variety Common Core standards for Reading, Writing and Language, as well as NETS standards for technology use. There would also be a technology-based project at the end of each book cycle for students to employ the technology skills they are learning and practicing during the course while also assessing their understanding of what they read.