



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S):** Cycles

**GRADE LEVEL(S):** 7<sup>th</sup> Grade

**COURSE:** Digital Footprints and Self Awareness

**TIME FRAME:** Quarterly (39-40 days)

## **I. Course Overview**

Students will understand the role of technology and how it impacts one's immediate and future life. Additionally, students will learn the various skills needed to use technology in an effective, intelligent, and responsible manner. Students will demonstrate their understanding of appropriate digital media use by developing a positive digital footprint, through the use of course assignments, using a teacher approved and monitored platform.

## **II. Units of Study**

1. Understanding Citizenship & Digital Citizenship (~7 days)
2. Digital Interactions & Your Health (~20 days)
3. Self Awareness & Connectivity (~13 days)

## **III. Essential Questions**

### **Unit 1: Understanding Citizenship & Digital Citizenship**

- How do your digital habits create your digital footprint?
- What do your personal media habits say about your digital citizenship?
- How can you use your citizenship skills to help define your digital footprint?
- How could your digital footprint impact your life?
- What life lessons can we learn from digital immigrants?
- In what ways do our roles as citizens guide our digital citizenship?
- How does digital media define your generation?
- What are the outcomes of presenting yourself in different ways online?

### **Unit 2: Digital Interactions & Your Health**

- In what ways can digital media impact different aspects of your health?
- How can your interactions online impact the health of others?
- How do you judge the intentions and impact of people's words and actions online?
- What is appropriate and inappropriate online talk and messaging and how should you handle it?

### **Unit 3: Self-Awareness & Connectivity**

- How do you present yourself to the world online and offline?
- How does the way your generation connects with social media and technology potentially affect and influence the future of society?
- How do you present yourself to the world online and offline?
- What are the outcomes of presenting yourself in different ways online?



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## **IV. Learning Objectives**

### **Unit 1: Understanding Citizenship & Digital Citizenship**

- Explore the 24/7, social nature of digital media and explore one's digital life.
- Record, assess, and compare the time one spends with different forms of digital media and in different activities (texting, posting, and watching or creating videos).
- Formulate a viewpoint on the role that digital media plays in one's life.
- Realize that each person has a public presence online called a digital footprint and that information from it can be searched; copied and passed on; and seen by a large, invisible audience.
- Consider one's own digital footprint and what he/she wants the footprint to be like in the future.
- Recognize that any information posted online can help or hurt one's image and future opportunities, including one's chances for college admission or employment.

### **Unit 2: Digital Interactions & Your Health**

- Identify the aspects of health (mental, physical, emotional) that can be impacted by online use.
- Discover how to show empathy for those who have been cyber-bullied.
- Generate multiple solutions for helping others when cyber-bullying occurs.
- Analyze and identify online bullying behaviors that "cross the line."
- Think critically about the gender stereotypes associated with digital drama.
- Identify situations in which online flirting and chatting become inappropriate and risky.
- Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.
- Understand risky forms of self-disclosure and their possible consequences.
- Identify strategies for avoiding sexting while enhancing positive relationships.

### **Unit 3: Self-Awareness & Connectivity**

- Students will demonstrate their understanding of a positive digital footprint by using self awareness to design and produce their own digital footprint using a teacher approved platform.
- Students will present and share analog activities that can be used to create a balance in digital media use
- Reflect on the benefits and risks of presenting one's identity in different ways online.
- Evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.
- Judge whether certain ways people present themselves online are harmless or harmful.
- Consider the risks and benefits of assuming different personas online, and think critically about what it means to be genuine in an online context.
- Recognize the importance of context in posting or viewing online images.
- Understand what choices they need to make to protect the privacy of others online.

**\*\*Adopted From:** <https://www.common sense media.org/educators/curriculum> (Digital Literacy and Citizenship Classroom Curriculum by CommonSense Media)



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## NJSLS Technology (Standard 8) & Technology Integration:

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

## 21st Century Integration | NJSLS 9

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

## Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Interdisciplinary Connections

- English Language Arts – Writing
  - W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience
  - SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not
  - SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors.
  - RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.



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## Social Emotional Learning Competencies

- Self-Awareness
  - Recognize one's feelings and thoughts.
  - Recognize the impact of one's feelings and thoughts on one's own behavior.
  - Recognize one's personal traits, strengths and limitations.
- Self-Management
  - Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
  - Recognize the skills needed to establish and achieve personal and educational goals.
- Social Awareness
  - Recognize and identify the thoughts, feelings and perspectives of others.
  - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ.
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Responsible Decision-Making
  - Identify the consequences associated with one's actions in order to make constructive choices.
  - Evaluate personal, ethical, safety and civic impact of decisions.
- Relationship Skills
  - Establish and maintain healthy relationships.
  - Utilize positive communication and social skills to interact effectively with others.
  - Identify ways to resist inappropriate social pressure.
  - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
  - Identify who, when, where, or how to seek help for oneself or others when needed.

## **V. Instructional Materials**

### Core Materials:

- [CommonSense Education Digital Citizenship Curriculum](#)
- [Google Be Internet Awesome Digital Citizenship & Safety Curriculum](#)
- [Google Digital Wellbeing](#)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Student Computing Devices
- Post-It Notes
- Wix, Blogger, Google Sites, etc.

### Supplemental/District Created Materials:

- Six Living Generations Article
- Cartoon: Digital Natives v. Digital Immigrants
- TED talk - The Challenges of Raising a Digital Native



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- PBS Frontline: Generation Like
- The WIRED guide to personal data
- Privacy and Smartphone Apps (CBC special)
- How Social Media Companies Use Big Data
- Cyberbullying Laws in NJ
- YouTube testimonial: A Year Offline
- Cyberbullying Virus
- Cyberbullying Lands Teens in Hot Water
- Bullying/Cyberbullying Assignment
- Political Cartoon of Subtle Cyberbullying
- YouTube Video: How to Stop Cyberbullying
- Trillion Dollar Footprint Activity
- YouTube Video: Our Dystopian Human Future?
- Introduction to Trillion Dollar Footprint Activity
- Final Learning Activity
- Exit Ticket for Cybersecurity Presentation
- Cybersecurity Presentation

## **VI. Key Performance and Benchmark Tasks**

### Assessment Methods:

- Students will complete approximately four (4) projects throughout the course of the cycle..
- Some assessments will come in the formative fashion, via classroom observations, “Do-Nows,” group/individual one-on-ones, and exit tickets.
- A rubric is provided, where appropriate,, delineating the project parameters and expectations along with the points to be earned.

### Summative:

#### Digital Immigrant Interview

- Differentiate between a digital immigrant and digital native.
- Fashion a set of unique, insightful questions to illuminate living in a pre-internet time period.
- Conduct the interview in person, over the phone, or online.
- Share results via a presentation in Google Classroom with a document of slideshow.
- Draw conclusions in a comparison/contrast manner to highlight lessons learned.

#### Privacy and Social Media Project

- Explain what various social media apps do. What stated purpose do they serve?
- Determine what sorts of information these various apps collect.
- Determine the default privacy settings for the app(s).
- Locate the parental controls that exist.
- Interpret this analogy: Data is the new oil.

#### Cyberbullying Scavenger Hunt

- Define cyberbullying, and cite reasons why it exists.



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- Determine appropriate actions/responses to being cyberbullied.
- List appropriate actions/responses to witnessing cyberbullying
- Glean actionable advice for life, regarding bullying/cyberbullying, and judge the merits of this advice.

## Creation of a Positive Digital Footprint

- Determine what makes a positive digital footprint.
- Determine what makes a negative digital footprint.
- Decide on a school-appropriate topic as the site's focus.
- Assess others' work, as well as one's own, as it pertains to creating a positive digital footprint.

## Formative:

- Exit Tickets/Slips (Exit Ticket for Cybersecurity Presentation)
- Google Classroom - Question Responses
- Journal Responses
- Creation of a Positive Digital Footprint Project
  - *Assess others' work, as well as one's own, as it pertains to creating a positive digital footprint.*
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form

## Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

## **VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s**

### ***Special Education***

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
  - Work chunked out based on tasks, individual check ins.
  - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Digital Immigrant Interview



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- Reduce total number of outcomes so students can successfully complete the project in its entirety.
- Provide example questions student can choose from
- Clarification and additional scaffolding of directions.
- Ensure students understand directions by providing additional processing time, repeat or rephrase directions.
- Provide frequent redirection/prompts to refocus attention.
- Privacy and Social Media Project
  - Reduce total number of outcomes so students can successfully complete the project in its entirety.
  - Clarification and additional scaffolding of directions.
  - Reduce amount of writing required in documentation.
  - Allow use of voice to text technology
  - Structure projects to include both written and verbal responses
  - Ensure students understand directions by providing additional processing time, repeat or rephrase directions.
  - Provide frequent redirection/prompts to refocus attention.
- Cyberbullying Scavenger Hunt
  - Reduce total number of outcomes so students can successfully complete the project in its entirety.
  - Clarification and additional scaffolding of directions.
  - Reduce amount of writing required in documentation.
  - Allow use of voice to text technology
  - Ensure students understand directions by providing additional processing time, repeat or rephrase directions.
  - Provide frequent redirection/prompts to refocus attention.
- Creation of a Positive Digital Footprint
  - Reduce total number of outcomes so students can successfully complete the project in its entirety.
  - Clarification and additional scaffolding of directions.
  - Reduce amount of writing required in documentation.
  - Allow use of voice to text technology
  - Ensure students understand directions by providing additional processing time, repeat or rephrase directions.
  - Provide frequent redirection/prompts to refocus attention.
  - Break project into manageable chunks with interim due dates

## ***English Language Learners***

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.





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- Preferential seating.

## ***Gifted & Talented***

- Digital Immigrant Interview
  - Additional evaluation of similarities and differences between themselves and the immigrant
  - Interview and additional source from a different generation and create a comparison between the answers
- Privacy and Social Media Project
  - Have students explore privacy policy using a checklist.
- Cyberbullying Scavenger Hunt
  - Students can create a podcast or short video that is aimed at preventing cyberbullying.
- Creation of a Positive Digital Footprint
  - Create a SCRATCH game that explains how students can protect their own privacy online.

## ***Students at Risk of School Failure***

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

## ***504s***

- Completely dependent on the student's 504 plan.
  - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
  - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
  - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.





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## GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.