

SCHOOL DISTRICT OF THE CHATHAMS

Digital Footprints

Grade 7

Marking Period

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.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Digital Citizenship

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.

Interaction of Technology and Humans

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Ethics & Culture

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Technology Standards

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

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9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections

Comprehensive Health & Physical Education

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

English Language Arts

- W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience
- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 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.

Units of Study

Unit 1: Understanding Citizenship & Digital Citizenship (~7 days)

- 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 (~20 days)

- 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 (~13 days)

- 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?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:

- 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.
- 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.

- 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.

Discipline Standards of Practice:

- Computing Systems
 - People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form.
- Networks and the Internet
 - Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world.
- Impacts of Computing
 - Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and, in turn, computing influences new cultural practices.
- Data & Analysis
 - Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.
- Algorithms & Programming
 - An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems.
- Engineering Design
 - People design for enjoyment and to solve problems, extend human capabilities, satisfy needs and wants, and improve the human condition. Engineering Design, a systematic approach to creating solutions to technological problems and finding ways to meet people’s needs and desires, allows for the effective and efficient development of products and systems.
- Interaction of Technology and Humans
 - Societies influence technological development. Societies are characterized by common elements such as shared values, differentiated roles, and cultural norms, as well as by entities such as community institutions, organizations, and businesses. Interaction of

Technology and Humans concerns the ways society drives the improvement and creation of new technologies, and how technologies both serve and change society.

- Nature of Technology
 - Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.
- Effects of Technology on the Natural World
 - Many of engineering and technology's impacts on society and the environment are widely regarded as desirable. However, other impacts are regarded as less desirable. Effects of Technology on the Natural World concerns the positive and negative ways that technologies affect the natural world.
- Ethics & Culture
 - Ethics and Culture concerns the profound effects that technologies have on people, how those effects can widen or narrow disparities, and the responsibility that people have for the societal consequences of their technological decisions.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

Resources

- *Six Living Generations* Article
- Cartoon: Digital Natives v. Digital Immigrants
- TED Talk - The Challenges of Raising a Digital Native
- 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
- Privacy policies for Snapchat, Instagram, TikTok, Spotify, Riot Games, and YouTube

Materials

- CommonSense Education Digital Citizenship Curriculum
- Google Be Internet Awesome Digital Citizenship & Safety Curriculum
- Google Digital Wellbeing

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

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.

Course Specific Assessments Include:

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.

Cyberbullying Scavenger Hunt

- Define cyberbullying, and cite reasons why it exists.
- 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.