**Digital Citizenship**

Answergarden.ch- (compare to Dotstorming, Nearpod, Padlet, etc.) **online mind map**

**Checkology.org- grades 6+**

**Sos.fbi.gov- safe online searching**

**teachingtolerance.org**

**Admin:**

**Acceptable Use Policy**

**Consistency in language/ expectation**

**5 Skills for 7th**

* **Internet Safety**
* **Self Image & Identity**
* **Cyberbullying & Digital Drama**
* **Information Literacy**
* **Creative Credit and Copyright**

**5 Skills for 8th**

* **Relationships & Communication**
* **Cyberbullying & Digital Drama**
* **Digital Footprint & Reputation**
* **Self Image & Identity**
* **Information Literacy**

**7th Grade Scope and Sequence**

[**NYS Law**](http://www.nysed.gov/edtech/resources)**-Why we must teach these skills?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic/**  **Month** | **Learning Objective** | **Suggested Lesson** | **Resources** | **Consider For Discussion** | **Content Area** |
| **Cyberbullying & Digital Drama**  **By end of September** | **Students will be able to:**  **~reflect on what it means to be brave and stand up for others offline and online.**  **~learn to show empathy for those who have been cyberbullied.**  **~generate multiple solutions for helping others when cyberbullying occurs.** | [**Unit 1 Lesson 4**](https://www.commonsense.org/education/lesson/cyberbullying-be-upstanding-6-8) | **Additional Reading:**  [**https://docs.google.com/document/d/1imD-i2AXYUGHm9AunwcF6xrRSItBnsIWdd1MfSPgDWA/edit?usp=sharing**](https://docs.google.com/document/d/1imD-i2AXYUGHm9AunwcF6xrRSItBnsIWdd1MfSPgDWA/edit?usp=sharing)  **Additional Lesson:**  [**https://drive.google.com/file/d/10CKl0f55hgHh1fjPJIN2BPIFlil0r-fe/view?usp=sharing**](https://drive.google.com/file/d/10CKl0f55hgHh1fjPJIN2BPIFlil0r-fe/view?usp=sharing)  **Additional Video:**  [**Bad Behavior Online Video**](https://www.pbs.org/video/-book-bad-behavior-online-bullying-trolling-free-speech/)**/** | What is Cyberbullying?  What kinds of behaviors are considered cyberbullying?  What is a bystander?  If you see cyberbullying, should you ignore it? | **SRO**  **Vinnie Carnicelli during lunch groups** |
| **Internet Safety**  **By Mid-October** | **Students will be able to:**  **describe positive aspects of online talking and messaging.**  **identify situations in which flirting and chatting become inappropriate and risky.**  **understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.** | [**Unit 2 Lesson 3**](https://www.commonsense.org/education/lesson/safe-online-talk-6-8) | Additional Reading:  <http://edtech2.boisestate.edu/schneiderk/502/netiquette.html>  Additional Lesson:  <https://www.commonsense.org/education/lesson/risky-online-relationships-9-12>  <https://code.org/curriculum/course3/20/Teacher#GetStarted>  Video:  <https://www.nsteens.org/Videos/6DegreesOfInformation> | Have you ever put personal information online?  What is personal information you might put online?  Do you talk to strangers online?  Have you heard of “ghosting”? Can it be a positive thing? (ending a conversation that makes you uncomfortable) | **Rotational Lunch Group Visits-**  **Library Media Specialist** |
| **Self Image & Identity**  **Mid November** | **Students will be able to:**  **~reflect on the benefits and risks of presenting their identities 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.** | [**Unit 2 Lesson 4**](https://www.commonsense.org/education/lesson/which-me-should-i-be-6-8) | Additional Reading:  [**https://childmind.org/article/social-media-and-self-doubt/**](https://childmind.org/article/social-media-and-self-doubt/)  Additional Lesson:  [**https://www.scholastic.com/teachers/lesson-plans/teaching-content/body-image/**](https://www.scholastic.com/teachers/lesson-plans/teaching-content/body-image/)  Video:  [**https://www.ted.com/talks/lizzie\_velasquez\_how\_do\_you\_define\_yourself**](https://www.ted.com/talks/lizzie_velasquez_how_do_you_define_yourself) | Do you think people present themselves differently online than they do in person?  Do you think people act differently online than they do in person?  Do things that you post online cause others to view you in a certain way?  Have you seen someone post something untrue to try to make them seem “cooler“? | **Suggestion:**  **School Counselors**  **MOST Counselors** |
| **Information Literacy**  **1st Semester** | **Students will be able to:**  **~understand the importance of using a variety of search strategies.**  **~master new strategies for effective and efficient online searches.**  **~learn to create and execute a five-step plan for conducting an online search.** | [**Unit 1 Lesson 2**](https://www.commonsense.org/education/lesson/strategic-searching-6-8) | Additional Reading:  <https://www.aeseducation.com/blog/5-essential-steps-to-teach-information-literacy-in-middle-school>  Additional Lesson:  <https://libraries.indiana.edu/file/interpreting-citation-pdf>  Video:  [Https://www.youtube.com/watch?v=hbe6xBibOL4](https://www.youtube.com/watch?v=hbe6xBibOL4) | Is everything found online true?  Have you ever seen information online you thought was true but was not?  How can you tell what information online is credible?  Is Wikipedia a credible source?  What are key things to look for that indicate you are looking at a credible source? | **ELA teachers** |
| **Creative Credit & Copyright**  **By end of school year** | **Students will be able to:**  **~consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities.**  **~understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.**  **~brainstorm solutions to dilemmas creators might encounter.** | [**Unit 2 Lesson 2**](https://www.commonsense.org/education/lesson/a-creators-responsibilities-6-8) | Additional Reading:  <https://www.plagiarismtoday.com/stopping-internet-plagiarism/1-how-to-find-plagiarism/>  Additional Lesson:  <https://copyrightandcreativity.neted.org/wp-content/uploads/sites/2/2017/05/Lesson-1-Our-Roles-as-Creators-and-Consumers.pdf>  Video:  <https://www.youtube.com/watch?v=Uiq42O6rhW4> | Do you only have to worry about copyright for text? (ie. sentences, quotes, papers, etc)  What other non-text things can have copyright? | **Technology** |

**8th Grade Scope and Sequence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic/**  **Month** | **Learning Objective** | **Suggested Lesson** | **Resources** | **Consider for Discussion** | **Content Area** |
| **Relationships & Communication**  **By March** | **assess how much time they spend with media activities.**  **record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos).**  **formulate a viewpoint on the role that digital media play in their lives.** | [**Unit 2 Lesson 1**](https://www.commonsense.org/education/lesson/my-media-6-8) | **Google Sheets via Google Classroom**  Additional Reading:  <https://childmind.org/article/how-using-social-media-affects-teenagers/>  Additional Lesson:  <http://www.pbs.org/newshour/extra/lessons-plans/are-teens-addicted-to-technology/>  Video:  <https://www.youtube.com/watch?v=tGuuSpkZOcE> | What digital tools do you use on a daily basis?  How much time are you spending with these tools or on a device?  Would they consider changing their digital habits or how do their digital habits affect their life? | **Suggestion:**  **Technology 8** |
| **Cyberbullying & Digital Drama**  **By end of October** | **analyze online bullying behaviors that “cross the line.”**  **learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing.**  **adopt the point of view of teens who have been cyberbullied, and offer solutions.** | [**Unit 3 Lesson 4**](https://www.commonsense.org/education/lesson/cyberbullying-crossing-the-line-6-8) | Additional Reading:  <http://www.scholastic.com/browse/article.jsp?id=3754975>  Additional Lesson:  <http://mediasmarts.ca/lessonplan/understanding-cyberbullying-virtual-vs-physical-worlds-lesson>  Video:  <https://www.youtube.com/watch?v=vmQ8nM7b6XQ> | When does inappropriate online behavior cross the line into cyberbullying?  When should inappropriate online behavior be addressed?  How should inappropriate online behavior be addressed? | **SRO**  **Vinnie Carnicelli during lunch groups**  **School Counselors**  **Administration** |
| **Digital Footprint & Reputation**  **By end of January** | **learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.**  **recognize that people’s online information can be helpful or harmful to their reputation and image.**  **consider their own digital footprints and what they want those footprints to be like in the future.** | [**Unit 3 Lesson 1**](https://www.commonsense.org/education/lesson/trillion-dollar-footprint-6-8) | Additional Reading:  <https://choices.scholastic.com/issues/2017-18/110117/will-your-posts-come-back-to-haunt-you-.html>  Teacher article related to link above:  <http://choicesideabook.scholastic.com/2017/10/digital-footprint-guiding-teens-cultivate-positive-online-presence>  Additional Lesson:  <https://s3.amazonaws.com/media.youthradio.org/wp-content/uploads/2014/08/What-is-your-digital-footprint-lesson-plan.pdf>  Video:  <https://www.youtube.com/watch?v=OBg2YYV3Bts> | What is a digital footprint?  Who has access to your digital footprint?  How do they want to be perceived by others?  Do people truly portray who they are online? | **SRO**  **Chris Major & health teachers** |
| **Self Image and Identity**  **By end of school year** | **reflect on their own impressions of digital drama.**  **compare underlying messages about drama on reality TV with “real world” digital drama among young teens.**  **think critically about the gender stereotypes associated with drama.** | [**Unit 3 Lesson 3**](https://www.commonsense.org/education/lesson/the-reality-of-digital-drama-6-8) | Additional Reading: [ww.deseretnews.com/article/865603981/Growing-up-digital-How-the-Internet-affects-teen-identity.html](http://ww.deseretnews.com/article/865603981/Growing-up-digital-How-the-Internet-affects-teen-identity.html)  Additional Lesson:  <https://www.educationworld.com/a_lesson/self-esteem-positive-character-traits.shtml>  Video:  <https://www.youtube.com/watch?v=pT4VxWRHpfM> | Does the way we think about digital drama have anything to do with gender?  What factors do you think shape the way girls and boys act online? Can online drama encourage certain stereotypes about gender?  What are your impressions of peer drama, both online and as depicted on reality TV? | **Open**  **Suggestion:**  **Health Classes**  **MOST counselors** |
| **Information Literacy**  **By end of 1st**  **Semester** | **understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites.**  **learn criteria that will help them evaluate websites.**  **apply the criteria to a site to determine how trustworthy and useful it is.** | [**Unit 3 Lesson 2**](https://www.commonsense.org/education/lesson/identifying-high-quality-sites-6-8) | Additional Reading:  <https://knowledgequest.aasl.org/web-evaluation-website-smell-funny/>  Additional Lesson:  <https://www.educationworld.com/a_tech/techlp/techlp007.shtml>  Video:  Evaluating Websites  <https://youtu.be/OPI7FVon29k> | When can you trust what you find on the internet?  Why should you be careful to evaluate websites before using their information in research projects?  How do you know whether you can trust the information you find on a website? | **ELA teachers** |

7th grade parent tips for raising a responsible digital citizen.

This year Auburn Enlarged City School District is implementing additional “lessons” to our students to instill digital citizenship in our students. Below are parent tips from the commonsense.org lessons we are using to frame our instruction. Along with your help, we hope to bring awareness of digital citizenship to our students.

**CommonSense.org suggestions for Safe Online Talk-**

*(Internet Safety)*

**Discuss responsible online behavior.** Talk about who it’s okay to chat with and what is okay to talk about. Remember that many young teens are beginning to experiment with flirting and relationships. This is normal. Online flirting with strangers or acquaintances is always risky. Flirting can quickly lead to inappropriate conversations or requests. It may also lead young teens to believe they are in a serious, romantic relationship with someone they don’t really know. Both situations can make teens feel uncomfortable or manipulated.

**Block, ignore, or leave.** Most young teens know how to brush off unwanted contact. Encourage this behavior.

**Make sure your child feels safe telling a trusted adult.** If something creepy or inappropriate happens, young teens need to know they will not get in trouble if they tell you or another trusted adult about it.

**Talk to your child about healthy relationships.** It can be difficult for some young teens to recognize when others are manipulating them, especially those young teens that want to experiment or prove that they are mature. Discuss which factors make relationships healthy, and why young teens should not compromise on these values.

**Look for warning signs**. Does your child seem withdrawn, spend endless hours online, or appear to be hiding something? Young teens who wind up in inappropriate online relationships often show these warning signs. If you think this might be happening, ask your child about it.

**CommonSense.org suggestions for Cyberbullying-**

*(Cyberbullying & Digital Drama)*

**Recognize context.** Cyberbullying is often not thought of as “cyberbullying” to the teens involved. Even though an incident has a history, a story, and nuance, rather than referring to it as “cyberbullying,” try the words “digital cruelty,” “abuse,” or “being mean” online.

**Help teens understand when behavior crosses the line.** Help your teen tune into his or her own feelings. If they feel emotionally or physically scared, it’s time to get help.

**Encourage empathy**. Help teens understand the detrimental impact of cyberbullying on people who are targeted, now and later in life. Encourage them to listen to targets and to become their allies.

**Be realistic.** Teens have their own social dynamics that often don’t include parents, so helping them directly may be difficult. Encourage teens to find friends or other trusted adults to help them through the situation, even if it’s not you. Websites are often slow to respond, if they respond at all, but reporting an incident to a website administrator can be an empowering step.

**Remember that your teen might be the bully.** Teens can take different roles in cyberbullying at different times. A teen who is cyberbullied might turn around and cyberbully someone else to feel powerful again. Ask questions to understand what role or roles your teens are playing.

**Tell them to disengage.** Encourage your teens to ignore and block the bully, and even log off the computer for a while. Point out that cyberbullies are often just looking for attention and status, so don’t let them know that their efforts have worked.

**CommonSense.org suggestions for Self-Expression and Identity-**

*(Self-Image and Identity)*

**Talk to your kids about anonymity.** Just because your kids are disguised doesn’t mean they can’t be identified. They must be responsible for their actions, whether they’re portrayed as a penguin or a person.

**Remember that exploration is part of growing up.** Ask questions about your kids’ online identities. Why did they make the choices they did?

**If your kids’ avatars or screen names concern you, talk with them**. Ask questions about their choices. And don’t be too quick to worry or judge. Their identities can mean something deep, or be the result of a whim.

**Identities grounded in hatred, violence, illegal activities, or risky sexual behavior should be avoided entirely.** No child needs to be associated with unhealthy or unethical behavior.

**Ask your kids to think about who they want to be in their online life**. Is the digital identity they’re creating currently how they want to be perceived? How about in 5 years? In 20 years? Remind them that they have the power to present and control their identities and reputations.

**CommonSense.org suggestions for Smart Searching-**

*(Information Literacy)*

**Search together with young kids.** Younger children have a more difficult time searching and making sense of their search results. Your guidance will help them get the results they’re looking for.

**Consider using safe search settings**. Even typing innocent keywords into a search engine may yield search results you don’t want your children to see. If you decide not to turn on filters, then you may want to keep an eye on your kids during their search process.

**Choose search terms carefully**. The most precise words will yield the best results.

**Add more words to narrow a search**. As kids get farther into their search, they may want to narrow their results. For example, there’s a big difference between “Apple” and “Red Delicious Apples History United States.”

**Use synonyms**. If kids can’t find what they’re looking for, have them try keywords that mean the same thing or are related.

**Point out sponsored links**. These links often appear at the top of a search result list to encourage users to click on them first, and they’re usually labeled as sponsored. Remember that sponsored equals advertising.

**CommonSense.org suggestions for -**

*(Creative Credit & Copyright)*

Help your kid make a habit of using the following process to be a responsible and respectful user and creator.

1. ASK. How does the author say I can use the work? Do I have to get the creator’s permission first?

2. ACKNOWLEDGE. Did I give credit to the work I used?

3. ADD VALUE. Did I rework the material to make new meaning and add something original?

**We all know what pirates do.** Remind your kids that illegal downloading of things such as movies, music, and software is piracy, and piracy is stealing. It also shows disrespect for the creators who made these works.

**Emphasize the importance of originality.** At this age, kids appreciate giving credit where credit is due. Encourage them to come up with their own ideas. In writing for their schoolwork, posting to a blog, or making a remix, are they saying things in their own words? Or are they relying too heavily on the work and ideas of others?

**Encourage constructive commenting**. At this age, kids may start to say mean things to each other – especially online – about people’s creative works. Encourage your kids to be thoughtful and polite when commenting on the work of others, both online and offline.

8th grade parent tips for raising a responsible digital citizen.

This year Auburn Enlarged City School District is implementing additional “lessons” to our students to instill digital citizenship in our students. Below are parent tips from the commonsense.org lessons we are using to frame our instruction. Along with your help, we hope to bring awareness of digital citizenship to our students.

**CommonSense.org suggestions for Digital Life-**

*(Relationships & Communication)*

**Teach kids the skills they need to use technology wisely and well.** It’s hard to be a gatekeeper in a world with no fences. Parents have little control over the flow of information to their kids, who see too much, too soon. We no longer hear conversations or see what our kids create and share with others. Since we cannot cover their eyes, or shadow them everywhere they go, we need to teach them how to behave responsibly in the digital world.

**Keep an open mind.** We don’t see the world the way our kids do. And we don’t help our kids when we judge their lives through the lens of a non-digital world. It’s important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates.

**Don’t be afraid.** Parents can’t afford to be technophobic. Our kids adopt technologies faster than we do. That means they’re often way out in front of us. This fact can upset the parent-child relationship. So get in the game. Have your kids show you how to do something online if you don’t already know.

**Share wisdom.** Kids often don’t understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

**Pass along your values.** One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren’t face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

**Seek balance.** It’s hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected, or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.

**CommonSense.org suggestions for -**

*(Cyberbullying & Digital Drama)*

Don’t be afraid to talk and ask questions!

* You seem down. What’s going on at school? Is anything upsetting happening online?
* I’m here for you and so are your friends. Talk to me anytime.
* Are there any teachers at school who have dealt with these kinds of situations before? I think you should tell one of them about what’s been happening.
* Bullies want attention, power, and status, which explains why they need to cause drama.
* I saw a news story about a teen who was bullied online. What would you do in that situation?

**Recognize context.** Cyberbullying is often not thought of as “cyberbullying” to the teens involved. Even though an incident has a history, a story, and nuance, rather than referring to it as “cyberbullying,” try the words “digital cruelty,” “abuse,” or “being mean” online.

**Help teens understand when behavior crosses the line.** Help your teen tune into his or her own feelings. If they feel emotionally or physically scared, it’s time to get help.

**Encourage empathy.** Help teens understand the detrimental impact of cyberbullying on people who are targeted, now and later in life. Encourage them to listen to targets and to become their allies.

**Be realistic.** Teens have their own social dynamics that often don’t include parents, so helping them directly may be difficult. Encourage teens to find friends or other trusted adults to help them through the situation, even if it’s not you. Websites are often slow to respond, if they respond at all, but reporting an incident to a website administrator can be an empowering step.

**Remember that your teen might be the bully.** Teens can take different roles in cyberbullying at different times. A teen who is cyberbullied might turn around and cyberbully someone else to feel powerful again. Ask questions to understand what role or roles your teens are playing.

**Tell them to disengage.** Encourage your teens to ignore and block the bully, and even log off the computer for a while. Point out that cyberbullies are often just looking for attention and status, so don’t let them know that their efforts have worked.

**CommonSense.org suggestions for Protecting and Respecting Privacy-**

*(Digital Footprint & Reputation)*

**Help kids think long term.** Everything leaves a digital footprint. Whatever gets created may never go away. If they don’t want to see it public tomorrow, they’d better not post it today. Explain to them that nothing is really private online – no matter what they think. Privacy settings aren’t infallible. Others can pass on information that is supposed to be private. It’s up to kids to protect themselves by thinking twice before they post anything that could damage their reputation or that someone else could use to embarrass or hurt them.

**Teach kids to keep personal information private.** Help kids define which information is important for them to keep private when they’re online. To start, we recommend that kids not share their addresses, phone numbers, or birth dates.

**Make sure your kids use privacy settings on their social network pages.** Encourage kids to think carefully about the nature of their relationships (close friends, family, acquaintances, strangers) and adjust their privacy settings accordingly.

**Remind kids to protect their friends’ privacy**. Passing along a rumor or identifying someone in a picture (called “tagging”) affects other people’s privacy. If your kids are tagged in friends’ photos, they can ask to have the photos or the tags removed. But beyond that, there’s not too much they can do.

**Remind kids that the Golden Rule applies online**. What goes around comes around. If kids spread a rumor or talk trash about a teacher, they can’t assume that what they post will stay private. Whatever negative things they say can and probably will come back to haunt them, in more ways than they can imagine.

**CommonSense.org suggestions for Dealing with Digital Drama-**

*(Self-Image & Identity)*

**Help set boundaries.** Families can support their teens by understanding that these days, relationships are often played out both online and in public. Kids need their family’s guidance in establishing appropriate boundaries for healthy relationships.

**Let them know you’re always there for them.** Remind teens often that you’re always available to talk to. While you’re at it, put in a plug for the school counselor, a favorite teacher, a coach, or even a friend’s parent. Knowing that they have a trusted adult to talk to may encourage teens to open up more.

**Use media to talk about drama.** Reality TV shows often display two extremes: women gossiping behind one another’s back, and crazy catfights. Point out that most reality TV shows have staged or scripted moments to keep their episodes action packed. Also discuss how these shows can encourage negative stereotypes about female friendships.

**CommonSense.org suggestions for Research and Evaluation-**

*(Information Literacy)*

**Evaluate a website’s credibility.** You can help your child dissect a website for clues to its accuracy with a little spy work. Here are some questions to ask that help determine the quality of a site.

* Who wrote this? Check to make sure the author or organization is credible by looking at their title, expertise, and background.
* Dot what? If the web address ends in .edu, then the material is from an academic institution; if it ends in .gov, it’s from Good Ol’ Uncle Sam – and both of them are good signs! • What is the source of information? Does the site come from a well-known newspaper or organization?
* When was this updated? Has the site been updated recently? If not, move on.
* What is this linked to? Was the site linked from another webpage that you trust? That’s not always a slam dunk in the credibility department, but it’s probably a good sign.

**Compare multiple sources.** Kids and teens should draw on several sites, for better accuracy. This will help them determine whether a piece of information is fact or fiction.

**Watch out for ads.** Help your kids notice when advertisers are trying to target them, and teach your kids to question what the ads are saying. Parent tips for preteens and teens Follow school assignment guidelines. Teachers often explicitly state their preferences for where students should search, how many sources they should gather, and in what format citations should be written. Use Wikipedia as a springboard for searching. If kids need a jump-start on finding information about a topic, Wikipedia is easily accessible. Remind them that they shouldn’t use it as a sole resource, only a launching point.