Link for Lesson Plans: [Common Sense](https://www.commonsense.org/education/training/9-12/welcome)  and [Newseum Ed](https://newseumed.org/)

Color Code: **9th Grade,** **10th Grade,** **11th Grade,** **12th Grade**

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| **Topic/Definition/Class** | **Learning Objective** | **Suggested Lesson** | **Additional Resources** |
| **Topic:**Digital Footprint/Reputation  **Definition:** If students aren’t careful about what, how, and to whom they disclose information online, it may be used or interpreted in ways they never intended.  **Class:** Global 9 or English 9 | **Students will be able to:**  become aware of the “digital footprint” they leave online and reflect on the kind of personal information to share about themselves, depending on the content, context, and audience. | Reading/Discussion on your digital footprint and how it can negatively or positively affect your future.  When discussing the difference between primary and secondary sources/validity of sources, insert modern examples of multiple perspectives expressed on the internet.  Possible connections to content: discussion of sources and reputation of characters in literature or reputation of historical figures | **Videos/Links:**    [Lesson Plan (College Bound)](https://drive.google.com/file/d/1O7pGgYGfiF8ZVaMM1hdegdqdfj8zeMId/view) |
| **Topic:**Self-Image and Identity  **Definition:** Help your students consider how their identities -- online and offline -- may affect their relationships, sense of self, and reputation.  **Class:** Global 9 or English 9 | **Students will be able to:**  reflect on how the Internet allows for anonymity and deception and explore how this can affect their behavior online | A discussion on civility regarding how people speak to each other face to face and anonymously and how people shape their identities based on self-made content.  Possible connections to content: talk about the validity of sources when the source is a diary entry versus when the source is a speech to a group of people. How does the audience impact validity? | **Videos/Links:**  [Lesson Plan (Feeling on Display)](https://www.commonsense.org/education/lesson/feeling-on-display-9-12) |
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| **Topic:** Cyber-Bullying and Digital Drama  **Definition:** When kids misuse online or mobile technology to harass, embarrass, or bully others, they can do real and lasting harm.  **Class:** Global 9 or English 9 | **Students will be able to:**  learn to identify, respond to, and limit the negative impact of cyberbullying and other unethical or harmful online behaviors. | Brainstorming with your students real-life examples of cyber-bullying.  Discussion on the lack of productivity or waste of time that digital drama creates in people’s lives.  Possible connection to content: Analyze the media’s portrayal of internet conduct and the role of social media in government. | **Videos/Links:**  [Teacher Resource](https://docs.google.com/document/d/1XEDQ23MVqRdO93de83eJfkkrw0zh-BKEAqCg_E10-78/edit)  [Lesson Plan](https://www.commonsense.org/education/lesson/taking-perspectives-on-cyberbullying-9-12) |
| **Topic:** Photo Use/Manipulation  **Definition:** When kids use, transform, or alter a photograph using various techniques to achieve desired results.  **Class:** Global 10 or English 10 - possibly in conjunction with the Library when doing a research paper that requires images | **Students will be able to:**  consider both the creative benefits and ethical drawbacks of digital  photo manipulation.  understand the importance of purpose and context in evaluating  digitally edited images. | Brainstorm with students when it is appropriate to doctor photos and when it is not.  Discuss the use of images in academic work and how to properly cite images as well as discuss the use of photos on social media. Define “stock images” and images in the public domain.  Possible connection to content: Look at the photos from Stalinist Russia and how Stalin used doctored photos to support his purges. | **Video/ Links:**  [Lesson Plan (Retouching Reality)](https://www.commonsense.org/education/lesson/retouching-reality-9-12) |
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| **Topic:** Hate Speech  **Definition:** speech that attacks a person or group on the basis of attributes such as race, religion, ethnic origin, national origin, sex, disability, sexual orientation, or gender identity    **Class:** Global 10 or English 10 | **Students will be able to:**  recognize hate speech and its impact on individuals, groups, and communities, both online and offline.  analyze situations to determine if they constitute hate speech. | Define hate speech as a class and learn how to identify it. Discuss motivations behind hate speech and how it is used.  Share examples of hate speech from personal experience or history. Explore how it affects individuals, groups, and communities both online and offline.  Possible connection to content: Animal Farm in English Class or hate speech in South Africa during the age of apartheid | **Video/ Links:**  [**Lesson Plan (Breaking Down Hate Speech)**](https://www.commonsense.org/education/lesson/breaking-down-hate-speech-9-12) |
| **Topic:** Reliability of Sources/ “Fake News”  **Definition:**Using traditional comprehension strategies and also new digital- and media-literacy strategies to determine the validity of sources.  **Class:** Global 10 or English 10 before a research paper/project | **Students will be able to:**  Practice analysis by comparing hoax and real websites and identifying false or misleading information  Apply what they have learned about hoaxes by creating an outline of their own hoax website and evaluating the outlines of their peers | Teach different comprehension strategies involving a sequence of planning, predicting, monitoring, and evaluating. Review AHS’ “C.R.A.P. Test” worksheet  Once students learn/review the strategies, they read a variety of hoax websites and evaluate the content. They then demonstrate their learning through the creation of outlines for hoax websites.  Possible Connection to Content: A precursor to any research paper or project. | **Video/ Links:**  [Lesson Plan (Hoax or No Hoax)](http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html) |
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| **Topic:** Determining reliability in American News Sources/Current Events  **Definition:** this lesson builds on the previous years’ by analyzing more specific sources as they relate to modern political events in the U.S.  **Class:** U.S. History or the Contemporary Issues Elective Class | **Students will be able to:**  Continue to practice their skills of determining the validity of sources, this time with articles pertaining to current American politics/social issues | Follow the template from the Newseum website on ‘Fake News’  Learn the acronym “E.S.C.A.P.E.” which stands for: evidence, source, context, audience, purpose, execution.  Select a series of news stories from the website, could be one fake and one real, all fake, or a few real and one fake. Ask students to use the E.S.C.A.P.E. method to determine the validity of the sources. | [**Lesson Plan E.S.C.A.P.E. Fake News**](https://newseumed.org/activity/e-s-c-a-p-e-junk-news-mlbp/?form_id=12) |
| **Topic:** Ethics as it pertains to social media and the internet  **Definition:** rules of behavior on the internet based on ideas of what is morally good  **Class:** U.S. History, English 11, or Health | **Students will be able to:**  understand the concept of online ethics as it applies to four key areas.  define digital citizenship and identify their online responsibilities.  explore online ethics by analyzing a mock social networking page. | Students begin the lesson by coming up with their own definition of ethics and discuss how the perception/definition of ethics changes from person to person.  Discuss how people sometimes behave unethically online and what the effects are.  Introduce the four key traits to behaving ethically online: privacy, self-expression, connected culture, respecting creative work.  Show students a sample social media account (provided by Common Sense) and have them analyze the postings on the profile using the four categories.  Discuss what it means to be a digital citizen and where ethics fits in. | [Common Sense Lesson on Ethics](https://www.commonsense.org/education/system/files/uploads/classroom-curriculum/9-12-unit2-myonlinecode.pdf?x=1)  [Ethics Worksheet in Drive](https://docs.google.com/document/d/1-UHtH-8Heii4PG7JTve8chUFwZac421pAnZ5YYyhbfw/edit) |
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| **Topic:** How Colleges use the information you post on social media  **Definition:** How can information you post on the Internet affect your future opportunities? Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint.  **Class:** Law/Government 12, English 12 | **Students will be able to:**  learn that they have a public presence online called a digital footprint.  recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission or employment.  consider how to present an authentic and positive image of themselves online. | Students discuss what a digital footprint is and what information can be saved on the internet forever. They watch a video “Abbas's Story” and reflect how Abba’’s digital footprint defines who he is and how colleges/employers would see him.  Give students an Admissions Packet and have them pretend to be people on a college admissions board. Students have to decide between two candidates: Marcus and Tommy based on their grades, achievements, and their digital footprints. Share out answers and discuss.  Wrap-up with a discussion on how to create a positive digital footprint and its impact on future opportunities. | [Common Sense Lesson - ‘College Bound’](https://www.commonsense.org/education/lesson/college-bound-9-12) |
| **Topic:** How companies collect informational data on people and use it for marketing  **Definition:**Students consider the ways websites and companies collect data online and utilize it to personalize content for their users, as well as consider companies’ motives in doing so.  **Class:** Economics 12, Business Electives | **Students will be able to:**  recognize that companies collect several types of information about them when they go online.  think critically about the benefits and risks of online tracking and targeting, and of the content that is offered based on collected data.  learn strategies for managing what happens with their information online | Lesson is based on information from the book The Filter Bubble by Eli Pariser (2011)  Ask students what information they willingly give websites and what information they would be uncomfortable sharing. Discuss companies like Amazon, Netflix, and Pandora and how they might use information.  Look at case studies at how two searches from two different consumers could yield different results based on cookies and past purchases.  Teach students how to protect their data and basic internet safety when it comes to clicking on advertisements. Discuss pros and cons to the sharing of information. | [Common Sense Lesson - Does it matter who has your data?](https://www.commonsense.org/education/lesson/does-it-matter-who-has-your-data-9-12) |