DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE
Scope and Sequence for Grades 9-12

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⚠ UNIT: Safety

Students discuss stereotypes associated with the term "online child predator" and learn why it can be misleading. They learn why certain online relationships are risky, and how to avoid these types of manipulative situations.

Students will:
- Compare and contrast stereotypes and realities when it comes to Internet "stranger danger"
- Learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances
- Brainstorm ways to help teens avoid risky online behavior

Lessons	Overview and Objectives	Activities	Components
Risky Online Relationships **(9-12)**	**Students will** • Compare and contrast stereotypes and realities when it comes to Internet "stranger danger" • Learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances • Brainstorm ways to help teens avoid risky online behavior	**Main Activities** • Learn popular misconceptions about "online predators" and ways to avoid more common forms of inappropriate Internet communications • Analyze a case study about a risky online relationship **Extension:** Think critically about "stranger danger" messages in *Little Red Riding Hood*, and write a contemporary version of the tale involving a teen and an online stranger **Homework:** Play "Nude-e-Calls" on That's NotCool.com to evaluate effective responses to sexting requests. Reflect on how the game would be different if the messages in the game were between two people who met online, rather than text messages between people who know each other offline	**For Students** • Sheyna's Situation Student Handout **For Parents** • Safe Online Talk Parent Tip Sheet – High School

UNIT: Security

Students learn how their personal and private information can wind up in the hands of others online if they are not careful. They learn strategies for guarding against identity theft and phishing scams. They also reflect on the benefits and drawbacks of targeting and tracking.

- Understand what identity theft means and why it is important to guard against it
- Recognize strategies that scam artists use to access private information
- Learn strategies for managing what happens with their information online, given the risks and benefits of online tracking and targeting

Lessons	Overview and Objectives	Activities	Components
Scams and Schemes **(9-12)**	**Students will** • Understand what identity theft means and why it is important to guard against it • Learn to recognize strategies that scam artists use to access private information • Learn how to guard against phishing and identity theft	**Main Activities** • Identify tricks that scammers use in sample phishing emails • Create a phishing email that demonstrates understanding of common features of online scams **Extension:** Play "Spam Scam Slam" on www.OnGuardOnline.gov to extend knowledge about phishing schemes **Homework:** Work with a parent or adult to come up with a set of security rules that their family members will use (at home, work, library, or school)	**For Students** • Spotting Scams Student Handout **For Parents** • Security Parent Tip Sheet – High School
Does It Matter Who Has Your Data? **(9-12)**	**Students will** • 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	**Main Activities** • View and discuss a video vignette about how companies use your online information • Compare the fictionalized Web results of two different people who search on the same topic • Learn concrete tips for limiting third-party tracking **Extension:** Perform a Web search at the same time as a classmate, and compare and contrast search results **Homework:** Track and record the advertisements that appear while doing everyday online activities, such as browsing a social network site or using a search engine	**For Students** • Same Search? Student Handout • Security Student Video Vignette **For Parents** • Security Parent Tip Sheet – High School

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UNIT: Digital Life

In this introductory unit, students explore the role of digital media in their lives and in our society. They think critically about the positive and negative aspects of online life, and consider the meaning of digital citizenship.

Students will:
- Reflect on the place of digital media in their lives
- Consider the pros and cons of digital media for themselves, their friends and family, and for the online community as a whole
- Learn that using digital media safely, responsibly, and respectfully is an important part of being a good digital citizen

Lessons	Overview and Objectives	Activities	Components
Digital Life 102 **(9-12)**	**Students will** • Learn basic statistics about their current digital landscape • Explore the role that media play in their lives • Reflect on the positive and negative impact digital media have on themselves and on society	**Main Activities** • Test knowledge of digital media with a short quiz • Create similes to describe their digital media life • View and discuss video vignettes about the upsides and downsides of digital life **Extension:** Keep a media log of the media they use over a seven-day period, and reflect on its place in their lives through an essay or class discussion **Homework:** Write a response to any of the videos from the Trend Micro "What's Your Story" contest	**For Students** • Got Media Smarts? Student Handout • *Digital Life Student Video Vignettes – Life in a Connected Culture* **For Parents** • *Digital Life Parent Intro Video – Digital Life Is Just Life*
My Online Code **(11-12)**	**Students will** • 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	**Main Activities** • Analyze a mock social networking page as an introduction to key topics of digital ethics and citizenship • Define what it means to be a good digital citizen by completing the sentence, "A good digital citizen of the world ..." **Extension:** Collaboratively design a slideshow presentation on digital citizenship **Homework:** Evaluate and improve their record of digital citizenship on their own social networking profiles	**For Students** • Judging Jeff's Profile Student Handout **For Parents** • *Digital Life Parent Intro Video – Digital Life Is Just Life*

UNIT: Privacy and Digital Footprints

Students learn that everything they, or anyone else, posts about them is permanent, traceable, and replicable. They think critically about their online presence, otherwise known as a "digital footprint," and brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information online.

Students will:
• Recognize that they have a public presence online called a digital footprint, which can help or hurt their reputations
• Learn to respect the privacy of others online
• Celebrate a "culture of sharing" through digital media while considering some possible harmful effects of over-sharing

Lessons	Overview and Objectives	Activities	Components
Private Today, Public Tomorrow **(9-10)**	**Students will** • Consider the possible benefits and risks of sharing information online • Recognize the importance of context in posting or viewing online images • Understand what's needed to protect the privacy of others online	**Main Activities** • Analyze a news story about posting controversial photos online • Create guidelines and a decision tree for posting about others **Extension:** Create captions for photos from magazines to reinforce how context shapes our first impressions **Homework:** Interview an adult family member about what has had an impact on their personal reputation	**For Students** • The Unintended Consequences of Sharing Student Handout **For Parents** • Privacy and Reputation Parent Tip Sheet • *Privacy Parent/Teacher Intro Video*
College Bound **(11-12)**	**Students will** • Learn that they have a public presence online called a digital footprint • Recognize that information they post online can help or hurt their reputation • Consider how to present an authentic and positive image of themselves online	**Main Activities** • Role-play a college admissions officer who must evaluate the digital footprints of two potential candidates **Extension:** Conduct Web searches on their own names and write a short evaluation from the perspective of a college counselor **Homework:** Analyze their own online presence	**For Students** • Admissions Packet Student Handout **For Parents** • Protecting and Respecting Privacy Parent Tip Sheet • *Privacy Parent/Teacher Intro Video*

UNIT: Self-Expression and Identity

Students reflect on how they present themselves to the world online and offline, and consider the benefits and risks they pose to themselves and to others when assuming different Web personas. Students reflect on ways to "keep it real" while using the Internet, without compromising creativity, fun, and personal exploration.

Students will:
• Reflect on the similarities and differences in how people represent themselves online and offline
• Understand that they might choose to show different parts of themselves online, depending on context and audience
• Consider the risks and benefits of assuming different personas online, and think critically about what it means to be genuine in an online context

Lessons	Overview and Objectives	Activities	Components
Who Are You Online? **(9-10)**	**Students will** • Reflect on the similarities and differences in how people represent themselves online and offline • Understand that they might choose to show different parts of themselves online, depending on context and audience • Consider the risks and benefits of assuming different personas online, and think critically about what it means to be genuine in an online context	**Main Activities** • View and discuss a video about a boy who reflects on the difference between people's online and offline personas • Compare photographs of people with images of the avatars they use to represent themselves **Extension:** Prepare a presentation with advice on how to "stay real" online **Homework:** Create avatars for three different online settings	**For Students** • *Self-Expression and Identity Student Video – Ramon's Story* **For Parents** • Self-Expression Parent Tip Sheet • *Self-Expression Parent Intro Video*

UNIT: Connected Culture

Students explore the ethics of online relationships. They learn about cruel online behavior, such as cyberbullying and hate speech, as well as positive behaviors that support collaboration and community. Students also explore the possibilities and risks of carrying out their romantic relationships in the digital world.

Students will:
• Learn to identify, respond to, and limit the negative impact of cyberbullying, hate speech, and other unethical or harmful online behaviors
• Reflect on how much to share with others, whether in friendships or romantic relationships online
• Consider ways to create positive online communities rooted in trust and respect

Lessons	Overview and Objectives	Activities	Components
Turn Down the Dial on Cyberbullying and Online Cruelty **(9-10)**	**Students will** • Reflect on the factors that intensify cyberbullying • Identify what targets and upstanders can do when online cruelty occurs • Recognize their own role in escalating or de-escalating online cruelty	**Main Activities** • *View Connected Culture Student Video Vignette – Ricardo's Story* • *View Connected Culture Student Video Vignette – Stacey's Story* • Create "Dial It Down" maps for cyberbullying scenarios **Extension:** Discuss factors that can escalate online cruelty to tragic dimensions **Homework:** Review and critique their school's bullying policy, or one found online	**For Students** • *Connected Culture Student Video Vignette – Ricardo's Story* • *Connected Culture Student Video Vignette – Stacey's Story* • Dial It Down Student Handout **For Parents** • Cyberbullying Parent Tip Sheet
Taking Perspectives on Cyberbullying **(11-12)**	**Students will** • Articulate why it's important to consider the perspectives of others in online (and offline) communities • Consider the motivations and feelings of all parties involved in an incident of online cruelty • Draw conclusions about how to respond when someone is the target of online cruelty	**Main Activities** • View *Friday Night Lights* video clips • Discuss a segment of *Friday Night Lights* in which a female teen character creates a hate website about another girl **Extension:** Write an alternative ending to or an additional segment for the *Friday Night Lights* video clips **Homework:** Interview an older family member about their experiences with bullying, harassment, or cruelty in high school	**For Students** • Taking Perspectives Student Handout • *Friday Night Lights* video clips **For Parents** • Cyberbullying Parent Tip Sheet

Lessons	Overview and Objectives	Activities	Components
Overexposed **(9-10)**	**Students will** • Explore the role of digital technologies in romantic relationships • Understand risky forms of self-disclosure and their possible consequences • Identify strategies for avoiding sexting	**Main Activities** • View and discuss *"Ally's Story" Video* • Work in groups to write an alternative ending to a story about sexting **Extension:** Brainstorm ways to avoid sexting, and ways to build relationships using digital media **Homework:** Research the legal aspects of teen sexting	**For Students** • How Should It End? Student Handout • *"Ally's Story" Video* • Over the Line Student Handout **For Parents** • Digital Relationships Parent Tip Sheet • Sexting Parent Tip Sheet
Breaking Down Hate Speech **(11-12)**	**Students will** • Recognize hate speech and its impact on individuals, groups, and communities, whether online or offline • Analyze situations and discuss whether they constitute hate speech • Create a set of community guidelines for dealing with online and offline hate speech at school	**Main Activities** • Read and discuss a news article on the prevalence of hate speech within online games; or view *Library Video* • Role-play a school mediation committee meeting about a hate speech incident **Extension:** Create a school survey about hate speech **Homework:** Interview a friend or family member about their experience with hate speech and/or discrimination	**For Students** • "Hate Speech Corrodes Online Games" article excerpt • *Library Video* • "Confronting Hate Speech Online" article **For Parents** • Digital Relationships Parent Tip Sheet • Sexting Parent Tip Sheet
Building Community Online **(9-10)**	**Students will** • Observe and analyze the factors that foster positive community, both offline and on • Identify characteristics of websites that excel at creating positive online community • Demonstrate their understanding of how to build positive community online	**Main Activities** • Analyze the social media features of an online community website • Outline the features of a peer-advice website that would foster positive community **Extension:** Design a website with community-building features **Homework:** Add content to the school's Wikipedia page, with teacher guidance	**For Students** • Design a Community Website Student Handout **For Parents** • Social Networking Parent Tip Sheet

UNIT: Respecting Creative Work

Students celebrate the unique aspects of 21st-century creation. They learn that they have rights and responsibilities when it comes to receiving and providing credit for online creative work.

Students will:
- Learn such basic terms as *creative work*, *copyright*, *fair use*, *public domain*, *plagiarism*, and *privacy*
- Make decisions about the use of material based on principles of copyright and fair use
- Practice perspective-taking by comparing the viewpoints of an original creator, potential audiences, and the broader community when appropriating others' creative work

Lessons	Overview and Objectives	Activities	Components
Copyrights and Wrongs **(9-10)**	**Students will** • Identify the legal and ethical considerations involved in using the creative work of others • Understand an individual's rights and responsibilities as a creator and consumer of content. • Practice critical thinking and ethical decision making about the use of creative works	**Main Activities** • View a video about respecting creative work online • Choose a photo to use in an ad campaign while role-playing advertising executives **Extension:** Use two online-image databases to create small photo displays and list appropriate source information **Homework:** Interview an adult family member on their use of other people's creative work, at work or at home	**For Students** • Mad Men Student Handout • *Respecting Creative Work Student Introduction Video* **For Parents** • Plagiarism and Piracy Parent Tip Sheet
Rights, Remix, Respect **(11-12)**	**Students will** • Understand the relationship between inspiration, appropriation, copyright, and fair use • Learn the legal and ethical debates that surround using other people's creative work • Consider the perspectives of different stakeholders on using others' creative material	**Main Activities** • Role-play a debate in the music industry about sampling, remixing, and fair use **Extension:** Watch and discuss Part 2 of *"Everything Is a Remix"* **Homework:** Choose a form of fair use for a hypothetical piece of online creative work and defend the reasoning behind it	**For Students** • Music Industry Debate Student Handout • *"Everything Is a Remix," Part 1: The Song Remains the Same* (http://vimeo.com/14912890) **For Parents** • Plagiarism and Piracy Parent Tip Sheet • *Respecting Creative Work Parent/ Teacher Intro Video*

RESEARCH AND INFORMATION LITERACY

🔍 UNIT: Searching

Students learn the importance of having a plan in order to search for information online. They learn concrete tips for strategic searching and apply their newfound online searching strategies in a role-playing activity.

Students will:
• 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

Lessons	Overview and Objectives	Activities	Components
Strategic Searching **(9-12)**	**Students will** • 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	**Main Activities** • Learn strategic searching tips • Test out a five-step searching plan in a group challenge to find specific information online **Extension:** Play "A Google a Day," a searching game where you try to find the answer to a complex search question **Homework:** Play "A Google a Day" with a family member, and share the search tips they learned in class	**For Students** • Tips for Strategic Searching Student Handout • Make a Search Plan Student Handout **For Parents** • Strategic Searching Parent Tip Sheet – High School

UNIT: Research and Evaluation

Students think critically about how information is collected, reshaped, and shared online. They consider the upsides and downsides of collective intelligence and photo alteration, and how these practices impact online communities.

Students will:
• Explore the way information can change once it is on the Web, for better or for worse
• Learn about the concept of collective intelligence, and explore the benefits and drawbacks of pooling information in different contexts
• Consider both the creative benefits and ethical drawbacks of digital photo manipulation

Lessons	Overview and Objectives	Activities	Components
Collective Intelligence **(9-12)**	**Students will** • Learn about the concept of collective intelligence, and how it works both online and offline • Consider when collective intelligence may be valuable or not • Explore the benefits and drawbacks of working as a team to create new information or products	**Main Activities** • Examine an interactive, online historical map as a springboard for discussion on collective intelligence • Work in groups to create a wiki about their school, and reflect on the collaborative process **Extension:** Examine the "Five Pillar" principles that Wikipedia operates on, and consider the benefits and drawbacks of its collective intelligence framework **Homework:** Compare and contrast online reviews for their favorite book, one from a professional critic and others from everyday users	**For Students** • MySchool Student Handout
Retouching Reality **(9-12)**	**Students will** • Consider both the creative benefits and ethical drawbacks of digital photo manipulation • Understand the importance of purpose and context in evaluating digitally edited images • Think critically about how the Internet allows users to both celebrate and regulate our "copy-change-paste" culture	**Main Activities** • Examine examples of creative photo editing from an online blog contest • Analyze case studies about photo retouching controversies **Extension:** Use free, online photo-editing software to digitally manipulate a photo **Homework:** Reflect on the impact that airbrushed and retouched images in magazines and advertisements have on our standards for beauty and health	**For Students** • Photo Fuss – Part I Student Handout • Photo Fuss – Part II Student Handout