

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

DIGITAL LITERACY & INNOVATIONS

Grades 6-8

Grade 6: Digital Literacy

Grade 7: Emerging Technologies

Grade 8: Digital Innovations

2019

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Digital Literacy & Innovations
Grades 6-8
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Digital Literacy & Innovations course sequence is designed to provide all students continued experiences with a variety of emerging technology skills in an ethical and responsible way to support 21st-century college and career readiness. The course sequence was developed in alignment with the 2016 International Society for Technology in Education Standards, which are designed to empower student voice and ensure that learning is a student-driving process.

The Digital Literacy & Innovations course sequence provides the next step in the continuum of the skills aligned to the work students have done at the elementary level. The skills learned in the Digital Literacy & Innovations course sequence support learning in all other middle school curricula.

The Digital Literacy & Innovations course sequence has been designed to move away from using technology to learn; instead, the goal is transformative learning with technology.

COURSE GOALS

The following course goals derive from the 2016 International Society for Technology in Education Standards.

- | | |
|-------------------------------------|--|
| ISTE Empowered Learner (Standard 1) | Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. <ol style="list-style-type: none">1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies. |
|-------------------------------------|--|

ISTE Digital	Students recognize the rights, responsibilities, and opportunities of living,
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Citizen (Standard 2)	<p>learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>
ISTE Knowledge Constructor (Standard 3)	<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.</p> <p>3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>
ISTE Innovative Designer (Standard 4)	<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p> <p>4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>4c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>
ISTE Computational Thinker (Standard 5)	<p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p>5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p>

ISTE Creative Communicator (Standard 6)

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- 6d. Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Global Collaborator (Standard 7)

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

The following course goals derive from the 2018 American Association of School Librarians Standards Framework for Learners.

AASL Curate (Standard IV.A.1) Learners act on an information need by determining the need to gather information.

AASL Curate (Standard IV.A.2) Learners act on an information need by identifying possible sources of information.

AASL Curate (Standard IV.A.3) Learners act on an information need by making critical choices about information sources to use.

AASL Explore (Standard V.B.1) Learners construct new knowledge by problem solving through cycles of design, implementation, and reflection.

AASL Engage (Standard VI.A.1) Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology, and media to learning.

AASL Engage (Standard VI.A.2) Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.

AASL Engage
(Standard VI.A.3)

Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

COURSE ENDURING UNDERSTANDINGS

Students will understand, by the conclusion of this course sequence, that . . .

- they should leverage technology to take an active role in choosing, achieving, and accomplishing their learning goals.
- they need to model good citizenship in an interconnected world and act and models in ways that are safe, legal, and ethical.
- they can critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- they can identify, research, plan, and solve problems by creating new, useful, or imaginative solutions.
- they can develop and employ strategies for understanding and solving problems.
- they can communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- digital tools can broaden their perspectives and enrich their learning by helping them collaborate with others and work effectively with others.

COURSE ESSENTIAL QUESTIONS

- Why is it important to use safe, legal, and ethical behavior with digital tools? How does my online behavior impact myself and others now and in the future?
- How can I apply my prior knowledge of digital literacy to learn new emerging technologies?
- How can I use multimedia applications to communicate a message to a target audience?
- How do my design choices (e.g., font, color, effects, graphics, and symbols) impact an audience?
- What technologies will change our world?
- What 21st-century skills will be required to have a successful future?
- How can I collect, analyze, and report data?
- What strategies and processes can I use to become a better problem-solver?

GRADE 6, UNIT 1

Introduction to and Overview of Digital Skills

Unit Goals

At the completion of this unit, students will:

ISTE Empowered Learner (Standard 1d)	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.
ISTE Digital Citizen (Standard 2b)	Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Knowledge Constructor (Standard 3c)	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE Knowledge Constructor (Standard 3d)	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4d)	Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
ISTE Creative Communicator (Standard 6a)	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE Creative Communicator (Standard 6d)	Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7d)	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Unit Essential Questions

- How are formatting techniques used to clearly demonstrate ideas?
- Why is it important to use safe, legal, and ethical behavior with digital tools?
- How can we become responsible citizens in a digital world?
- How can we explore digital resources to solve real-world issues and problems?

- How can we use multimedia tools to effectively communicate or persuade an audience?

Scope and Sequence

- File management / Google Suite
 - Google Drive icons and features
 - Google Docs, Drawing, Slides
 - Image formatting / document formatting
 - Whole-class activity demonstrating all features in Google Suite (Drive and Classroom)
- Vocabulary and formatting across platforms
 - Tech Term Poster Project
 - Middle school core digital vocabulary and quiz

Assured Assessments

- Tech Term Poster Project, with students creating a virtual poster using digital vocabulary words to evaluate formatting skills, as well as uploading, downloading, and file formatting skills
- Core digital vocabulary quiz

Resources

Core

- Access to Google Suite
- Digital library with curated digital citizenship content
- Cloud-based publishing platform
- Digital editing software (online or network-downloaded)

Supplemental

- Video editing software
- Online study/assessment tool

Time Allotment

- Approximately 15 class sessions

GRADE 6, UNIT 2

Introduction to Digital Literacy

Unit Goals

At the completion of this unit, students will:

ISTE Empowered Learner (Standard 1d)	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.
ISTE Digital Citizen (Standard 2b)	Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Knowledge Constructor (Standard 3c)	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE Knowledge Constructor (Standard 3d)	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4d)	Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
ISTE Creative Communicator (Standard 6a)	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE Creative Communicator (Standard 6d)	Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7d)	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Unit Essential Questions

- How are formatting techniques used to clearly demonstrate ideas?
- Why is it important to use safe, legal, and ethical behavior with digital tools?
- How can we become responsible citizens in a digital world?
- How can we explore digital resources to solve real-world issues and problems?

- How can we use multimedia tools to effectively communicate or persuade an audience?

Scope and Sequence

- Cyber-strangers
- Protecting privacy
- Cyber-bullying
- Introduction to digital footprint
- Independent digital research with notes and works cited
- Sharing of strategies to make better choices online via multimedia project, including slideshow, coding, drawing, live footage, or animated story
- Multimedia Project: group video with editing

Assured Assessments

- Multimedia Project: group video with editing: uploading footage, trimming, adding, text and title pages, transitional effects
- End-of-unit reflection answering Unit's Essential Questions based on their own multimedia project

Resources

Core

- Access to Google Suite
- Digital library with curated digital citizenship content
- Cloud-based publishing platform
- Digital editing software (online or network-downloaded)

Supplemental

- Video editing software
- Online study/assessment tool

Time Allotment

- Approximately 15 class sessions

GRADE 7

Communicating to a Global Audience based on Real-World Research

Unit Goals

At the completion of this unit, students will:

ISTE Empowered Learner (Standard 1d)	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.
ISTE Digital Citizen (Standard 2b)	Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Knowledge Constructor (Standard 3c)	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE Knowledge Constructor (Standard 3d)	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4d)	Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
ISTE Creative Communicator (Standard 6a)	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE Creative Communicator (Standard 6d)	Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7d)	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Unit Essential Questions

- How do I apply my prior knowledge of digital literacy to learn new emerging technologies?
- Which new or emerging technology will impact my future the most?
- How can I use multimedia applications to communicate a message to a target audience?

- How do my design choices (e.g., font, color, effects, graphics, and symbols) impact an audience?
- Why is it important to use safe, legal, and ethical behavior with digital tools?
- How can we become responsible citizens in a digital world?
- How can I collect, analyze, and report data?
- What strategies and processes can I use to become a better problem-solver?

Scope and Sequence

- Infographics / emerging technologies
 - Website evaluation and filtering
 - Group research on emerging technology
 - Use of Google Docs to answer individual questions based on research
 - Combination of individual research in an outline in a shared document
 - Review and critique of infographics
 - Independent Infographic Project
- Publishing
 - Color
 - Appropriate text
 - Web tools

Assured Assessment

- Independent Infographic Project
- End-of-unit reflection answering Unit’s Essential Questions based on their own infographic project

Resources

Core

- Access to Google Suite
- Relevant digital content
- Cloud-based publishing platform
- Virtual poster software (online or network-downloaded)

Time Allotment

- Approximately 30 class sessions

GRADE 8, UNIT 1

Researching and Publishing on the Web

Unit Goals

At the completion of this unit, students will:

ISTE Empowered Learner (Standard 1d)	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.
ISTE Digital Citizen (Standard 2b)	Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Knowledge Constructor (Standard 3c)	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE Knowledge Constructor (Standard 3d)	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4d)	Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
ISTE Creative Communicator (Standard 6a)	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE Creative Communicator (Standard 6d)	Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7d)	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Unit Essential Questions

- How does my online behavior impact myself and others now and in the future?
- How can I evaluate and select the best digital tool to successfully execute my task?
- What 21st-century skills will be required to have a successful future?

- How do my design choices when building a website (e.g., font, color, effects, graphics, and symbols) impact an audience?
- How can I use multimedia applications to communicate a message to a target audience?
- What strategies and processes can I use to become a better problem-solver?

Scope and Sequence

- Introduction to technology's impact on the future
 - Video questions and reflection
 - Reading of articles related to changing technology occupations for the future
 - Answering of questions, and choosing of a job needed in the future that does not exist today
 - Help Wanted Poster Project

Assured Assessment

- Help Wanted Poster Project

Resources

Core

- Website development tool (e.g., Weebly)
- Access to Google Docs
- Database of leveled virtual resources (e.g., Newsela)
- Guided HTML software (e.g., Code Avengers)

Supplemental

- Video poster software (e.g., Canva)

Time Allotment

- Approximately 10 class sessions

GRADE 8, UNIT 2

Developing Digital Literacy through Website Development

Unit Goals

At the completion of this unit, students will:

ISTE Empowered Learner (Standard 1d)	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.
ISTE Digital Citizen (Standard 2b)	Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Knowledge Constructor (Standard 3c)	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE Knowledge Constructor (Standard 3d)	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4d)	Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
ISTE Creative Communicator (Standard 6a)	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE Creative Communicator (Standard 6d)	Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7d)	Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Unit Essential Questions

- How does my online behavior impact myself and others now and in the future?
- How can I evaluate and select the best digital tool to successfully execute my task?
- What 21st-century skills will be required to have a successful future?

- How do my design choices when building a website (e.g., font, color, effects, graphics, and symbols) impact an audience?
- How can I use multimedia applications to communicate a message to a target audience?
- What strategies and processes can I use to become a better problem-solver?

Scope and Sequence

- Introduction to website development through guided coding
 - Common formatting HTML tags (e.g., bold, italicize, break, lists, color, inserting links)
 - Website formatting (e.g., navigation, grids and page layout, inserting graphic elements)
 - Website Design Project

Assured Assessment

- Website Design Project
- End-of-unit reflection answering Unit’s Essential Questions based on their own website design project

Resources

Core

- Website development tool (e.g., Weebly)
- Access to Google Docs
- Database of leveled virtual resources (e.g., Newsela)
- Guided HTML software (e.g., Code Avengers)

Supplemental

- Video poster software (e.g., Canva)

Time Allotment

- Approximately 20 class sessions

CURRENT ADDITIONAL RESOURCES

- Canva. <https://www.canva.com/>. Web.
- Code Avengers. <https://www.codeavengers.com/>. Web.
- Common Sense Media. <https://www.commonsensemedia.org/>. Web.
- G Suite Tools. <https://gsuite.google.com/>. Web.
- Netsmartz. <https://www.missingkids.org/NetSmartz>. Web.
- Newsela. <https://newsela.com/>. Web.
- NSTeens. <https://www.nsteens.org/>. Web.
- Padlet. <https://padlet.com/>. Web.
- Piktochart. <https://piktochart.com/>. Web.
- *Popular Science*. <https://www.popsoci.com/>. Web.
- WeVideo. <https://www.wevideo.com/>. Web.

ASSURED STUDENT PERFORMANCE ASSESSMENTS

- Digital Literacy & Innovations Tech Term Poster Project and Rubric (attached)
- Digital Literacy & Innovations Core Digital Vocabulary (attached)
- Digital Literacy & Innovations Independent Digital Research (attached)
- Digital Literacy & Innovations Multimedia Project and Rubric (attached)
- Digital Literacy & Innovations Independent Infographic Project Rubric (attached)
- Digital Literacy & Innovations Help Wanted Poster Project Rubric (attached)
- Digital Literacy & Innovations Website Design Project Rubric (attached)

**DIGITAL LITERACY & INNOVATIONS
TECH TERM POSTER PROJECT AND RUBRIC**

TECHNOLOGY TERMS!

TECH TERM POSTER!

DIRECTIONS:

1. INSERT YOUR TECH TERM AS **WORD ART**
2. TYPE YOUR TECH TERM DEFINITION IN A **TEXT BOX**
3. CHANGE THE **PAGE COLOR** (DESIGN)
4. INSERT A **PICTURE** OF YOUR TERM FROM **GOOGLE**

HINT:

- TO EDIT OBJECTS, CLICK ON THEM AND LOOK FOR **ORANGE TAB**
- TO EDIT IMAGES, CLICK ON THEM AND LOOK FOR **PINK TAB**
- TO MOVE YOUR IMAGES, RIGHT-CLICK AND **WRAP TEXT**

TECHNOLOGY

The innovations that change our world
for better or for worse



CHECKLIST:

1. TECH TERM IN WORD ART (INSERT, WORD ART)
2. DEFINITION IN TEXT BOX (INSERT, TEXT BOX)
3. PAGE COLOR (DESIGN, PAGE COLOR)
4. RELEVANT PICTURE (SAVE IMAGE AS, SAVE TO H:DRIVE, INSERT, PICTURE)
5. SENTENCE IN TEXT BOX (INSERT, TEXT BOX, UNDERLINE YOUR TECH TERM)
6. NAME IN FOOTER (INSERT, FOOTER, CENTERED, DOUBLE CLICK TO GET OUT)
7. TEXT SHOULD BE LARGE AND EASY TO READ; THINK ABOUT COLOR AND SPACING! SAVE



CHECKLIST:

1. TECH TERM IN WORD ART (INSERT, WORD ART)
2. DEFINITION IN TEXT BOX (INSERT, TEXT BOX)
3. PAGE COLOR (DESIGN, PAGE COLOR)
4. RELEVANT PICTURE (SAVE IMAGE AS, SAVE TO H:DRIVE, INSERT, PICTURE)
5. SENTENCE IN TEXT BOX (INSERT, TEXT BOX, UNDERLINE YOUR TECH TERM)
6. NAME IN FOOTER (INSERT, FOOTER, CENTERED, DOUBLE CLICK TO GET OUT)
7. TEXT SHOULD BE LARGE AND EASY TO READ; THINK ABOUT COLOR AND SPACING! SAVE



Checklist:	Points	Student Check	Teacher Grade
1. Tech Poster title in WordArt (insert, WordArt)	20		
2. Definition in text box (insert, Text Box)	10		
3. Page color (Right-click, Background Color)	10		
4. Three relevant pictures	20		
5. Sentence in text box (insert, Text Box)	10		
6. Name, day, and period in Footer Text box (positioned correctly)	10		
7. Text is large and easy to read	10		
8. All colors of text and background blend together	10		
	Total		

DIGITAL LITERACY & INNOVATIONS

CORE DIGITAL VOCABULARY

bookmarks bar	The bar located under the URL. It contains the websites you saved to access quickly. You can click on the white star to add a new website to this bar.
browser	A program that gives you access to all the information on the World Wide Web. For example, Internet Explorer or Google Chrome.
cursor	Where your mouse pointer is or where the next character typed will be entered in a line of text.
document	A file format that allows you to edit your work; its file extension is .doc.
download	When your computer is receiving data from the Internet. For example, when you save a photo from the Internet to your computer.
Google Drive	This drive saves your work to the cloud. You can access this drive anywhere with Internet connection.
hardware	The physical parts of a computer. For example, monitor, keyboard, mouse, mouse, hard drive, etc.
H: Drive	In school, this drive starts with your student number. It saves your work to the school network. You can only access this drive in SCHOOL.
icon	A picture on your computer screen representing a program or project.
network	When you have two or more computers connected together / linked.
PDF	A file format that makes your work look like a printed document. You cannot edit it; its extension is .pdf.
PNG	A file format for an IMAGE. The snipping tool saves to this format and its file extension is .png.
software	A collection of instructions that let the user interact with a computer. It could be a game, e-mail service, or app.
start button	In school, this button is located on the bottom left of your computer screen. It allows you to search for programs or sign out of the computer.
taskbar	The bar that spans the bottom of the screen. It contains the shortcuts you pinned to quickly open programs.
upload	When data is being sent from your computer to the Internet. You do this when you post photos on social media or move a file from your computer to Google Drive.
URL	Stands for Uniform Resource Locator. It is a website's address.

DIGITAL LITERACY & INNOVATIONS INDEPENDENT DIGITAL RESEARCH

Cyberbullying Notes

ESSENTIAL QUESTION: What decisions can we make to be better Digital Citizens (being appropriate and responsible on the web)?

DIRECTIONS: Use WebPath Express and the Digital Library to start to answer our essential question. Brainstorm how you can share your new learning with your school peers.



FIRST: Use **FACTS** from the sources you pasted in the **WORKS CITED** to answer subsidiary questions 1-4 below. Make sure your ideas are **IN YOUR OWN WORDS** and you identify the source # you're using in the "Source #" column.

- **Read and take notes using only one source at a time.**

SQ 1. What is cyberbullying: How and where can it happen? How often does it happen? What is the difference between cyberbullying and teasing someone online?

My Notes	Source #
•	#
•	#
•	#

SQ 2. How can we prevent cyberbullying: How can we stop cyberbullying from happening? What steps can you take to avoid cyberbullying or prevent yourself from cyberbullying someone else?

My Notes	Source #
•	#
•	#
•	#

SQ 3. What are some consequences of cyberbullying: What happens if you cyberbully? Think about how this could affect the cyberbully and/or the victim at school or work, as well as with their families and friends.

My Notes	Source #
•	#
•	#
•	#

SQ 4. What are some things you can do if you are being cyberbullied or know someone who is being cyberbullied: Whom should you talk to? What should you do with the evidence? How can someone escape the harassment?

My Notes	Source #
•	#
•	#
•	#

NEXT: Start to answer our Essential Question: “What decisions can we make to be better Digital Citizens (being appropriate and responsible on the web)?” Reflect on your research, looking back at subsidiary questions 1-4 to help you answer our Essential Question in 5-7 sentences.

- (Type here)

LAST: Brainstorm your answer to the following question. Record your ideas next to the bullets provided below.

How can we promote (share) the issues with cyberbullying or promote internet safety at our school?

- (Type here)

- (Type here)

Works Cited

Source Number	Source Title	Source URL	Type (article, video, picture)
1			
2			
3			

DIGITAL LITERACY & INNOVATIONS MULTIMEDIA PROJECT AND RUBRIC

Multimedia PSA on Digital Citizenship Using WeVideo

IMPORTANT DUE DATES

VIDEO CONTENT: Live footage from a camera, pictures of drawings, a slideshow, Scratch, or whatever content is being used to develop your PSA is due . . .

Day 1 students: _____

Day 2 students: _____

COMPLETED PSA PROJECT IN WEVIDEO: Students will edit their video content **in class** using WeVideo and turn in their work, **in class**, _____.

[View a copy of the rubric.](#)



TIMELINE

FEBRUARY –

TODAY IN CLASS, learn about public service announcements, review student public service announcements.

TONIGHT'S HOMEWORK: Complete the “How will you Create your PSA?” handout in Classroom. Will you work on your own or with a partner? Will you use live footage, props, scratch, a slideshow, or something else?

FEBRUARY –

TODAY IN CLASS, share the “How will you Create your PSA” handout with MRS. Trotta in class. Evaluate Professional Public Service Announcements.

TONIGHT'S HOMEWORK: None

FEBRUARY –

TODAY IN CLASS, start your script and storyboard to draft your ideas.

TONIGHT'S HOMEWORK: Complete your script and storyboard handouts. The script handout in Classroom and your storyboard is the printed handout.

FEBRUARY 27th & 28th

TODAY IN CLASS, review your storyboard: is it complete, do you have 3 facts, a Call to Action, and For More Info? Keep this handout in a safe place; you will need it in class with you every day for this project.

Then, use your script and storyboard to develop content for your video.

Scroll down to determine how you will get started.

TONIGHT'S HOMEWORK: Finish your video content

(Pictures of drawings should be in Google Drive; a slideshow should be in Google Slides; Scratch should be completed in Scratch; live footage from a camera should be in Google Drive; or whatever content you are using for your video must be completed. It is due next class!)

Learn how to Upload Things to Google Drive by clicking on the link.

** If you come across issues, bring the device you used & a charging cord with you to class!*

GETTING STARTED:

IF YOU ARE DRAWING

Start in class by grabbing a clipboard from the back of the room and use your storyboard to start your 6 drawings. **Finish this at home.**



At home, once you finish your drawings and are ready to move them into Google Drive, use a personal device (phone/tablet) to take pictures of each drawing and the “[Upload Things to Google Drive](#)” handout to share digital versions of your drawings.

* If you come across any issues, bring the device you used AND a charging cord with you to class!

IF YOU ARE MAKING A SLIDESHOW

Start in class by watching “[Create a PSA with Google Slides](#).” Use your storyboard to start your 6 slides. **Finish this at home.**



IF YOU ARE USING SCRATCH

Start in class by opening [Scratch](#) and sign in with your account, or, create an account. If you need help, visit the “[Scratch-Videos](#)” link. Use your storyboard to create your video in Scratch. **Finish this at home.**



IF YOU ARE USING LIVE FOOTAGE

In class, see your teacher for your first step. **Complete your video at home.**



At home, once you finish your footage and are ready to move it into Google Drive, use the “[Upload Things to Google Drive](#)” handout to move your videos into Google Drive.

* If you come across any issues, bring the device you used AND a charging cord with you to class!

MARCH 1st - 6th

TODAY IN CLASS, review your [Rubric](#). Review your directions below to learn how to move your work into WeVideo. Then, scroll down to learn how to edit in WeVideo. You will edit your work **in class** using WeVideo.

TONIGHT'S HOMEWORK: None



MOVING YOUR WORK INTO WEVIDEO:

IF YOU USED DRAWINGS

[Watch this video to learn how to move your drawings into WeVideo.](#)

If they are not in Google Drive, see your teacher for a camera.

IF YOU MADE A SLIDESHOW

[Watch this video to learn how to move your slides into WeVideo.](#)

IF YOU USED SCRATCH

[Watch this video to learn how to move your Scratch into WeVideo.](#)

IF YOU USED LIVE FOOTAGE

[Watch this video to learn how to move your videos into WeVideo.](#)

If they are not in Google Drive, take out the device you recorded them on; we need to plug it into the computer.



EDITING IN WEVIDEO:

ADDING VIDEOS/PICTURES

Learn how to add your content (videos, Scratch, slides, pictures, etc.) into WeVideo.

ADDING TEXT

Learn how to add text on the screen; you can lay text over a video, picture, or blank slide.

ADDING BLANK SLIDES

Learn how to add title slides; you can use these to add text on the screen.

TRIMMING CLIPS

Learn how to trim long pauses or extra scenes, change the position of your video on the screen.

ADDING SOUND

Learn how to add your voice or music to your video.

MARCH 7th - 8th

TODAY IN CLASS, finish editing your video content **in class** using WeVideo, score yourself on your printed rubric, and **TURN IN** your work. Scroll down to learn how to turn in your project.

TONIGHT'S HOMEWORK: Complete any missing work

If you are unable to finish editing and turn your video in during class, follow 1-3 below to turn in your project at home.

TURN IN YOUR PROJECT:

FOLLOW STEPS 1-3 BELOW TO LEARN HOW TO TURN IN YOUR WORK

1. Score yourself on the printed **Rubric**, staple it to your Storyboard and hand it in to your teacher.
2. Learn how to **Finish** your PSA and move it to **Google Drive**.
3. Learn how to add your PSA link to **Classroom** AND the **Padlet**.



OPEN THE PADLET

Click here to open the Padlet and share your PSA with your peers.

Review the categories below to evaluate your multimedia PSA on Digital Citizenship.

Criteria	Did not meet expectation	Progressing towards expectation	Met expectation	Exceeds expectation
Content				
CALL TO ACTION: PSA sends one strong clear message	6	7	9	10
3 STRATEGIES: PSA includes 3 relevant digital citizenship strategies from Notes and KWL handouts	18	21	27	30
FOR MORE INFORMATION: PSA includes a place the audience can go to find out more about the topic	6	7	9	10
Quality of Work				
PSA is developed for an audience of middle school students	6	7	9	10
The PSA looks professional and all elements of the PSA are related to the topic	6	7	9	10
PSA is 30-60 seconds long	2	3	4	5
Effort				
Class time was used wisely to develop the PSA	16	18	23	25
Total: Add up all the numbers you circled and place your total in the box farthest to the right				/ 100

DIGITAL LITERACY & INNOVATIONS INDEPENDENT INFOGRAPHIC PROJECT RUBRIC

Category	5	4	3	2	1	Total Student	Total Teacher
Required Elements	The Infographic includes ALL required elements as well as additional information.	All required elements are included on the Infographic.	All but 1 of required elements are included on the Infographic.	All but 2-3 of required elements are included on the Infographic.	More than 3 required elements are missing from the Infographic.	____ x 4	
Main Idea	Topic and messages of the Infographic are clear and easily understood.	Topic and main ideas are clear.	Topic is given, but main ideas are unclear or lacking.	Very little detail is provided for the main ideas, and understanding is limited.	Topic and/or main idea are absent or very unclear.	____ x 4	
Graphics – Relevance	All graphics are related to the topic and make the Infographic easier to read and understand.	Almost all of the graphics are related to the topic and make the Infographic easier to read and understand.	Some graphics are related to the topic and make the Infographic easier to read and understand.	Few graphics on the Infographic, or few are related to the topic.	No graphics, or graphics are not related to the topic.	____ x 4	
Attractiveness / Layout	The Infographic is exceptionally attractive in terms of design, layout, and neatness.	The Infographic is attractive in terms of design, layout, and neatness.	The Infographic is fairly attractive in terms of design, layout, and neatness.	The Infographic is poorly designed and messy.	The Infographic is distractingly messy and unattractive.	____ x 4	
Spelling / Grammar	There are no grammatical or mechanical mistakes on the Infographic.	There is 1 grammatical or mechanical mistake on the Infographic.	There are 2-3 grammatical or mechanical mistakes on the Infographic.	There are 4 grammatical or mechanical mistakes on the Infographic.	There are more than 4 grammatical or mechanical mistakes on the Infographic.	____ x 2	
Effort / Groupwork	Excellent effort. Worked well in group.	Very good effort.	Good effort, but did not complete group work on time or did not use class time efficiently.	Little effort; did not finish group work on time and did not use class time wisely.	Little or no effort.	____ x 2	

DIGITAL LITERACY & INNOVATIONS HELP WANTED POSTER PROJECT RUBRIC

CATEGORY	5	4	3	2
Required Elements from STEM Handout	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements are missing.	Most required elements are missing.
Titles and Subtitles	All of the most important information on the page stands out.	Almost all of the most important information on the page stands out.	Some of the most important information on the page stands out.	None of the most important information on the page stands out.
Images and Graphics	All images and graphics are related to the topic and make it easier to understand.	Almost all images and graphics are related to the topic and make it easier to understand.	Some images and graphics are related to the topic and make it easier to understand.	None of the images and graphics are related to the topic.
Spacing, Color, Quality of Work	The poster is exceptionally attractive in terms of color, layout, and neatness. There are no spelling/grammar mistakes on the poster.	The poster is attractive in terms of color, layout and neatness. There are 1-2 spelling/grammar mistakes on the poster.	The poster is acceptable, though a bit messy. There are 3-4 spelling/grammar mistakes on the poster.	The poster is distractingly messy or very poorly designed. There are more than 4 spelling/grammar mistakes on the poster.
Use of Class Time	Student worked diligently during all classes and tutorial videos were used.	Student worked diligently during most classes and most tutorial videos were used.	Student worked diligently during some classes and some tutorial videos were used.	Student avoided work in class and tutorial videos were not used.

Total: _____ / 25

DIGITAL LITERACY & INNOVATIONS WEBSITE DESIGN PROJECT RUBRIC

CATEGORY	20	17	14	11
Required Elements: <u>Logo</u> , a <u>link</u> , <u>2 standard pages</u> , <u>1 blog page</u> , and elements from the <u>slideshow</u>	All required elements from the slideshow are included on the website.	Almost all of the required elements from the slideshow are included on the website.	Several required elements from the slideshow are missing.	Most required elements from the slideshow are missing.
	20	17	14	11
MS Word: Event Flyer; see slide	All required elements are included on the MS Word Event Flyer.	Almost all of the required elements are included on the MS Word Event Flyer.	Several required elements from the MS Word Event Flyer are missing.	Most required elements from the MS Word Event Flyer are missing.
	40	34	28	22
Images and Graphics	All images and graphics are related to the destination and make the website easier to understand.	Almost all images and graphics are related to the destination and make the website easier to understand.	Some images and graphics are related to the destination and make the website easier to understand.	None of the images and graphics are related to the destination.
	10	7	4	1
Ease of Use, Spacing, Color, Quality of Work	The website is exceptionally attractive in terms of color, layout, and neatness. The website shows an outstanding quality of work.	The website is attractive in terms of color, layout and neatness. The website shows a high quality of work.	The website is acceptable, though a bit messy. Quality of work for this website could have been improved.	The website is distractingly messy or very poorly designed. Colors do not match, spacing was not considered. There is a low quality of work.
	10	7	4	1
Use of Class Time	Student worked diligently during all classes, the draft slideshow was completed, and tutorial videos were used.	Student worked diligently during most classes, most of the draft slideshow was completed, and tutorial videos were used.	Student worked diligently during some classes, some of the draft slideshow was completed, and some tutorial videos were used.	Student avoided work in class, most of the draft slideshow was not completed, and tutorial videos were not used.

Total: _____ / 100