High School Digital Citizenship

Curriculum/Content Area: Digital Citizenship	**Course Length:**
Course Title: Digital Citizenship	**Date last reviewed:** Evaluation of program- August 2024
Prerequisites: N/A	**Board approval date:** August 2025
Supplemental Resource: Common Sense Media	

Desired Results

Course description and purpose:

Students today are surrounded by technology and use it every day to learn, collaborate, share, and play. Digital Citizenship is about creating thoughtful, empathetic citizens who know what is right and wrong, exhibit intelligent technology behavior, and make good choices when online. This course is intended to empower our learners to recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world so that they can act and model in ways that are safe, legal and ethical.

Enduring Understanding:	**Essential Questions**: *big picture questions, aligned with enduring understandings*
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	MEDIA BALANCE & WELL-BEING: How can I use media in healthy ways that give meaning and value to my life?
	PRIVACY & SECURITY: How can I keep my private data safe and secure?
	DIGITAL FOOTPRINT & IDENTITY: How can I cultivate my digital identity in ways that are responsible & empowering?
	RELATIONSHIPS & COMMUNICATION: How can I communicate effectively and positively to build relationships?
	CYBERBULLYING, DRAMA, & HATE SPEECH: How can I connect positively, treat others respectfully, and create a culture of kindness?
	NEWS & MEDIA LITERACY: How can I be a critical consumer and creator of news and media?

Priority Standards (*ISTE. & DPI's Information & Tech Literacy Standards*
2A Students cultivate and manage their digital identity and reputation and are aware of the permanence

of their actions in the digital world.

2B Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2C Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

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.

AI Lessons (NEW 2025)

UNIT: Understanding AI Bias

Essential Questions:

1. How does AI bias happen?

Learning Targets

- Define AI bias.
- Understand how AI bias happens.
- Reflect on ways to reduce AI bias.

Assessment Evidence

Performance Assessment Options
May include, but are not limited to the following:

- Quick write on the essential question.
- Self-assessment
- Discussion
- Exit/Admit Slips
- Questioning
- Think/Pair/Share

Digital Tools & Supplementary Resources

Common Sense Media
AI Literacy Lessons for Grades 6–12
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UNIT: How AI Bias Impacts our Lives

Essential Questions:

1. What are the impacts of AI bias?

Learning Targets

- Understand that AI bias can impact people in different ways.
- Reflect on the negative impacts of AI bias.

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Quick write on the essential question.
- Self-assessment
- Discussion
- Exit/Admit Slips
- Questioning
- Think/Pair/Share

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UNIT: AI Algorithms: How Well Do They Know You?

Essential Questions:

1. How does artificial intelligence influence what we see online?

Learning Targets

- Learn what recommendation algorithms are.
- Understand how recommendation algorithms are trained and make decisions.
- Reflect on how algorithmic content can shape our online experiences and what we value.

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Recommendation Algorithms Handout
- Quick write on the essential question.
- Self-assessment
- Discussion
- Exit/Admit Slips
- Questioning
- Think/Pair/Share

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UNIT: Artificial Intelligence: Is It Plagiarism?
Essential Questions: 1. What is the impact of artificial intelligence on how we learn and create?
Learning Targets
• Define artificial intelligence (AI) and generative AI. • Identify the potential impacts of generative AI. • Use the Take a Stand routine to discuss how to ethically use AI in school.
Assessment Evidence
Performance Assessment Options *May include, but are not limited to the following:* • Artificial Intelligence and Plagiarism Handout • Artificial Intelligence: Is It Plagiarism? • Quick write on the essential question. • Self-assessment • Discussion • Exit/Admit Slips • Questioning • Think/Pair/Share
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GRADE 9

UNIT: Media Balance & Well-Being
Essential Questions: 1. How can I use media in healthy ways that give meaning and value to my life? 2. What is the role of digital media in my life?
Learning Targets

- I can explore the role that digital media plays in my life.
- I can reflect on the positive and negative impact digital media has on me.
- I can create a personal challenge with actionable changes to improve my digital well-being.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Privacy & Security

Essential Questions:

1. How can I keep my private data safe and secure?
2. What are the benefits and drawbacks of online tracking?

Learning Targets

- I can define online tracking and describe how companies use it.
- I can identify the benefits and drawbacks of online tracking to both companies and users.
- I can analyze specific examples of online tracking and take a position for or against them.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Digital Footprint & Identity

Essential Questions:

1. How can I cultivate my digital identity in ways that are responsible & empowering?
2. How can I respect the privacy of others online?

Learning Targets

- I can define "digital reputation," and identify examples of social media posts that can have a positive or negative effect.
- I can use the 1-2-3-1 Perspectives activity to consider the causes and effects of posting about others online.
- I can generate a list of questions to ask myself before posting pictures or information about someone else.

Assessment Evidence

Performance Assessment Options
May include, but are not limited to the following:

- Reflective Quick Write

Other assessment options
May include, but are not limited to the following:

- Formative Assessment:
  - Self assessment
  - Discussion
  - Exit/Admit Slips
  - Questioning
  - Think/Pair/Share

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UNIT: Relationships & Communication

Essential Questions:

1. How can I communicate effectively and positively to build relationships?
2. How can I tell when an online relationship is risky?

Learning Targets

- I can identify the types of messages that might cause a red flag feeling for someone.
- I can use the Feel-Identify-Reflect-Act (FIRA) thinking process to analyze and respond to a situation involving a red flag feeling.

- I can create a new scenario that involves a red flag feeling, including specific ways to respond.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Cyberbullying, Digital Drama & Hate Speech

Essential Questions:

1. How can I connect positively, treat others respectfully, and create a culture of kindness?
2. How can we act with empathy and positivity when we're online?

Learning Targets

- I can identify examples of online behaviors that may hurt, embarrass, or offend others.
- I can analyze thorny situations online and ways to respond to counter the harm they can cause.
- I can create a public service announcement script to raise awareness about navigating thorny situations.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: News & Media Literacy

Essential Questions:

1. How can I be a critical consumer and creator of news and media?
2. How can I avoid being fooled by fake videos and other information online?

Learning Targets

- I can define "misinformation" and explore the consequences of spreading misinformation online.
- I can learn to use lateral reading as a strategy to verify the accuracy of information online.
- I can apply lateral reading to examples of questionable videos to determine their accuracy.

Assessment Evidence

Performance Assessment Options
May include, but are not limited to the following:

- Reflective Quick Write

Other assessment options
May include, but are not limited to the following:

- Formative Assessment:
  - Self assessment
  - Discussion
  - Exit/Admit Slips
  - Questioning
  - Think/Pair/Share

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GRADE 10

UNIT: Media Balance & Well-Being

Essential Questions:

1. How can I use media in healthy ways that give meaning and value to my life?
2. How does my social media use affect how I feel?

Learning Targets

- I can reflect on how my social media use makes me feel and how it compares to other teenagers.
- I can describe how active and passive social media use can lead to positive and negative feelings.
- I can identify action steps to increase my positive feelings when using social media.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	Other assessment options *May include, but are not limited to the following:*
● Reflective Quick Write	● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Privacy & Security

Essential Questions:

1. How can I keep my private data safe and secure?
2. What privacy risks do new technologies present, and how do we decide if they're worth it?

Learning Targets

- I can identify important benefits and privacy risks that new technologies present.
- I can decide whether or not the benefits of new technologies outweigh my privacy risks.
- I can create a compelling video that argues for or against using a new technology.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	Other assessment options *May include, but are not limited to the following:*
	● Formative Assessment:

• Reflective Quick Write	○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: Digital Footprint & Identity	
Essential Questions: 1. How can I cultivate my digital identity in ways that are responsible & empowering? 2. How can I create a social media presence that represents the real me?	
Learning Targets	
• Describe how their curated self may or may not represent their real self. • Analyze the benefits and drawbacks of representing different parts of their real self online. • Create an avatar that represents both their real and curated selves.	
Assessment Evidence	
Performance Assessment Options *May include, but are not limited to the following:* • Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: Relationships & Communication
Essential Questions: (can be taken directly from Common Sense Media 1. How can I communicate effectively and positively to build relationships? 2. How can I make sure my relationships are positive and healthy?

Learning Targets

- I can reflect on how my relationships are affected by devices and the internet.
- I can identify the qualities of healthy and rewarding relationships.
- I can use IDENTIFY | FEEL | IMAGINE | SUGGEST to brainstorm strategies for navigating challenging relationships.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Cyberbullying, Digital Drama & Hate Speech

Essential Questions: (can be taken directly from Common Sense Media

1. How can I connect positively, treat others respectfully, and create a culture of kindness?
2. How can we counter online hate speech and xenophobia?

Learning Targets

- I can describe the relationship between hate speech and xenophobia.
- I can analyze how the internet has contributed to an increase in hate speech and extremist views.
- I can describe one way to use the internet to combat one type of hate speech.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: News & Media Literacy

Essential Questions:

1. How can I be a critical consumer and creator of news and media?
2. How can I challenge my own confirmation bias?

Learning Targets

- I can define confirmation bias and identify why it occurs.
- I can explore examples of confirmation bias, particularly related to news and online information.
- I can identify strategies for challenging their own confirmation biases.

Assessment Evidence

Performance Assessment Options
May include, but are not limited to the following:

- Reflective Quick Write

Other assessment options
May include, but are not limited to the following:

- Formative Assessment:
  - Self assessment
  - Discussion
  - Exit/Admit Slips
  - Questioning
  - Think/Pair/Share

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GRADE 11

UNIT: Media Balance & Well-Being

Essential Questions:

1. How can I use media in healthy ways that give meaning and value to my life?
2. Are we addicted to our devices, and if so, are companies to blame?

Learning Targets

- I can analyze and draw conclusions about a series of photos depicting device use.
- I can use online resources to track arguments for and against whether we are addicted to our devices.
- I can complete a short writing assignment analyzing one or more aspects related to the device addiction debate.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Privacy & Security

Essential Questions:

1. How can I keep my private data safe and secure?
2. At what age should people be allowed to use social media?

Learning Targets

- I can explain why websites that collect personal information have an age requirement of 13.
- I can identify the risks of targeted advertising, especially when it is targeted to children.
- I can explain what age I think is best for beginning to use social media, and support my argument with specific reasons and examples.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: Digital Footprint & Identity
Essential Questions: 1. How can I cultivate my digital identity in ways that are responsible & empowering? 2. How can information I post online affect my future opportunities?
Learning Targets
● I can learn that I have a public presence online called a digital footprint. ● I can recognize that any information I post online can help or hurt my future opportunities (college admission, employment, etc.). ● I can create a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity.
Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: Relationships & Communication

Essential Questions:

1. How can I communicate effectively and positively to build relationships?
2. How can I use code-switching to enhance my communication with online audiences?

Learning Targets

- I can apply the idea of code-switching to how I use phones and other devices in and outside of school.
- I can consider different ways that code-switching online can make communication more meaningful and effective.
- I can write an example post or message that uses code-switching to communicate with an online audience.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Cyberbullying, Digital Drama & Hate Speech

Essential Questions:

1. How can I connect positively, treat others respectfully, and create a culture of kindness?
2. How does online disinhibition sometimes lead to cyberbullying?

Learning Targets

- I can define "online disinhibition" and describe how it can be both positive and negative.
- I can explain how anonymity, lag time, and lack of nonverbal cues all contribute to online disinhibition.
- I can analyze how online disinhibition can cause cyberbullying and brainstorm ways to counter it.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment

	○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: News & Media Literacy	
Essential Questions: 1. How can I be a critical consumer and creator of news and media? 2. How does internet advertising contribute to the spread of misinformation?	
Learning Targets	
● I can describe how advertisers and publishers make money through online advertising. ● I can describe how clickbait can contribute to the spread of fake news and misinformation. ● I can take a position on whose responsibility it is to fight fake news and misinformation.	
Assessment Evidence	
Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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GRADE 12

UNIT: Media Balance & Well-Being

Essential Questions:

1. How can I use media in healthy ways that give meaning and value to my life?
2. Can screen time be bad for us?

Learning Targets

- I can identify research trends related to the health impact of screen time.
- I can reflect on the nature of my own screen time and how it compares to that of parents and teens generally.
- I can identify specific steps to be taken and potential challenges to making my screen time more healthy.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	Other assessment options *May include, but are not limited to the following:*
● Reflective Quick Write	● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Privacy & Security

Essential Questions:

1. How can I keep my private data safe and secure?
2. Should the government have access to all my social media and cell phone data?

Learning Targets

- I can identify the pros and cons of schools having access to students' social media.
- I can describe the concerns related to government access to social media and cell phone data, including those related to free speech and privacy.
- I can choose a position for or against government access to social media and cell phone data, and support that position with reasons and examples.

Assessment Evidence	
Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: Digital Footprint & Identity	
Essential Questions: 1. How can I cultivate my digital identity in ways that are responsible & empowering? 2. How can I create a digital footprint that showcases my purpose?	
Learning Targets	
● I can explain what it means to find my purpose and why it is beneficial. ● I can consider different ways that people have used their digital footprint to make a positive impact on the world and whether I would do something similar. ● I can reflect on what my own purpose might be, including a problem I want to solve and how I might go about solving it.	
Assessment Evidence	
Performance Assessment Options *May include, but are not limited to the following:* ● Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* ● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: Relationships & Communication

Essential Questions:

1. How can I communicate effectively and positively to build relationships?
2. How can I communicate with civility online?

Learning Targets

- I can define civil discourse and identify why it can be challenging on the internet.
- I can analyze resources to identify the causes and effects of uncivil online discourse.
- I can learn strategies for civil discourse and apply them to a scenario involving uncivil discourse.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	Other assessment options *May include, but are not limited to the following:*
● Reflective Quick Write	● Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share

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UNIT: Cyberbullying, Digital Drama & Hate Speech

Essential Questions:

1. How can I connect positively, treat others respectfully, and create a culture of kindness?
2. Should online hate speech be censored?

Learning Targets

- I can explain whether hate speech is protected under the "freedom of speech" clause of the First Amendment.
- I can identify the pros and cons of censoring online hate speech.
- I can take a position on whether I think online hate speech should be protected or censored, and support it with compelling reasons.

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	Other assessment options *May include, but are not limited to the following:*
	● Formative Assessment:

• Reflective Quick Write	○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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UNIT: News & Media Literacy	
Essential Questions: 1. How can I be a critical consumer and creator of news and media? 2. How can filter bubbles limit the information we're exposed to?	
Learning Targets	
• I can define "filter bubble" and explain how it occurs. • I can reflect on the limitations and drawbacks that filter bubbles cause. • I can identify strategies for escaping my own filter bubbles.	
Assessment Evidence	
Performance Assessment Options *May include, but are not limited to the following:* • Reflective Quick Write	**Other assessment options** *May include, but are not limited to the following:* • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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