

6-8 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
Primary 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: <i>big picture <u>questions</u>, <u>aligned</u> with enduring understandings</i>
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 (*taken from 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.

GRADE 6

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 do we balance digital media use in our lives?

Learning Targets

- I can reflect on my common online and offline activities.
- I can analyze and prioritize the activities that are most important to me.
- I can identify ways to "unplug" to maintain balance between online and offline activities.

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

Digital Tools & Supplementary Resources

Common Sense Media

[Elmbrook Information & Technology Literacy Standards Google Site](#)

UNIT: Digital Footprint & Identity	
Essential Questions: - How can I cultivate my digital identity in ways that are responsible & empowering? - What are the benefits and drawbacks of presenting myself in different ways online?	
Learning Targets - I can reflect on reasons why people might create fake social media accounts. - I can identify the possible results of posting from a fake social media account. - I can debate the benefits and drawbacks of posting from multiple accounts.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> - Formative Assessment: - Self assessment - Discussion - Exit/Admit Slips - Questioning - Think/Pair/Share
Digital Tools & Supplementary Resources	
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NEW 2025: UNIT: What Is AI?	
Essential Questions: What is artificial intelligence and what are its potential benefits and drawbacks?	
Learning Targets - Define what artificial intelligence is. - Understand what makes generative AI unique. - Reflect on the benefits and drawbacks of generative AI.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Other assessment options <i>May include, but are not limited to the following:</i> Formative Assessment:

• AI Explained Handout	○ Self-assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
Common Sense Media AI Literacy Lessons for Grades 6–12 Elmbrook Information & Technology Literacy Standards Google Site	

UNIT: Privacy & Security	
Essential Questions: 1. How can I keep my private data safe and secure? 2. How can you protect yourself from phishing?	
Learning Targets	
• I can compare and contrast identity theft with other kinds of theft. • I can describe different ways that identity theft can occur online. • I can use message clues to identify examples of phishing.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
Common Sense Media Elmbrook Information & Technology Literacy Standards Google Site	

UNIT: Relationships & Communication
Essential Questions: 1. How can I communicate effectively and positively to build relationships? 2. How can I chat safely with people I meet online?

Learning Targets	
• I can analyze how well I know the people I interact with online. • I can reflect on what information is safe to share with different types of online friends. • I can learn to recognize red flag feelings and how to respond to them.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
Common Sense Media Elmbrook Information & Technology Literacy Standards Google Site	

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 I de-escalate digital drama so it doesn't go too far?	
Learning Targets	
• I can reflect on how easily drama can escalate online. • I can identify de-escalation strategies when dealing with digital drama. • I can reflect on how digital drama can affect not only myself but also those around me.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	

Common Sense Media

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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 find credible information on the internet?

Learning Targets

- I can learn reasons that people put false or misleading information on the internet.
- I can learn criteria for differentiating fake news from credible news.
- I can practice evaluating the credibility of information I find on the internet.

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

Digital Tools & Supplementary Resources

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GRADE 7

UNIT: Media Balance & Well-Being	
Essential Questions: - How can I use media in healthy ways that give meaning and value to my life? - What is my strategy for finding media balance?	
Learning Targets	
- I can make an inventory of my media choices and how those choices make me feel. - I can brainstorm personal strategies for balancing media use. - I can create personal guidelines for promoting healthy media balance.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> - Formative Assessment: - Self assessment - Discussion - Exit/Admit Slips - Questioning - Think/Pair/Share
Digital Tools & Supplementary Resources	
Common Sense Media Elmbrook Information & Technology Literacy Standards Google Site	

UNIT: Digital Footprint & Identity
Essential Questions: - How can I cultivate my digital identity in ways that are responsible & empowering? - What is a digital footprint, and what does mine convey?
Learning Targets
- I can define the term "digital footprint" and explain how it can affect my online privacy. - I can analyze how different parts of my digital footprints can lead others to draw conclusions -- both positive and negative -- about who I am. - I can reflect on what I want my digital footprints to be in the future and how I can monitor and shape them.
Assessment Evidence

Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
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<i>NEW 2025:</i> UNIT: AI LP: How is AI Trained?	
Essential Questions: 1. How does data determine what artificial intelligence can do?	
Learning Targets	
• Understand that data is a building block of artificial intelligence. • Identify what AI can do based on the data it is trained on	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Slides 12-19	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self-assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
Common Sense Media AI Literacy Lessons for Grades 6–12 Elmbrook Information & Technology Literacy Standards Google Site	

UNIT: Privacy & Security	
Essential Questions: 1. How can I keep my private data safe and secure? 2. How do companies collect and use data about me?	
Learning Targets	
• I can explain why information about me and my behaviors is valuable to companies. • I can analyze how certain types of data are used by companies. • I can learn three strategies to limit individual data collection by companies.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
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UNIT: Relationships & Communication	
Essential Questions: 1. How can I communicate effectively and positively to build relationships? 2. How does social media affect my relationships?	
Learning Targets	
• I can identify the role of social media in my life. • I can reflect on the positive and negative effects of using social media on my relationships. • I can recognize "red flag feelings" when using social media, and consider ways to handle them.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment

	○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	
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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 I respond when cyberbullying occurs?	
Learning Targets	
● I can consider the different perspectives of those involved in a cyberbullying incident. ● I can identify ways to be an upstander or ally to someone being bullied. ● I can problem-solve potential challenges to responding to cyberbullying.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> ● Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> ● 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. What rights to fair use do I have as a creator?	
Learning Targets	

- I can define the terms "copyright," "public domain," and "fair use."
- I can identify the purpose of the Four Factors of Fair Use.
- I can apply fair use to real-world examples, making a case for or against.

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

Digital Tools & Supplementary Resources

Common Sense Media

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GRADE 8

UNIT: Media Balance & Well-Being	
Essential Questions: - How can I use media in healthy ways that give meaning and value to my life? - How does digital media try to hook me, and what can I do about it?	
Learning Targets	
- I can explore ways that different digital media are, and aren't, designed to help me make good media choices. - I can reflect on how digital media is designed to either help or hinder the addition of meaning and value to my life. - I can think about how to develop good, healthy habits when using digital media.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> - Formative Assessment: - Self assessment - Discussion - Exit/Admit Slips - Questioning - Think/Pair/Share
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UNIT: Digital Footprint & Identity
Essential Questions: - How can I cultivate my digital identity in ways that are responsible & empowering? - How does using social media affect my digital footprint?
Learning Targets
- I can identify reasons for using social media and the challenges that often come along with it. - I can reflect on the responsibilities I have that are related to digital footprints -- both my own and others' -- when I'm using social media. - I can identify ways to make the most of social media while still caring for the digital

footprints of myself and others.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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<i>NEW 2025:</i> UNIT: AI LP AI Chatbots: Who's Behind the Screen?	
Essential Questions: 1. Why are AI chatbots designed to sound so human-like, and how can that impact our everyday lives?	
Learning Targets	
• Define what AI chatbots are and how they work. • Understand why AI chatbots are intentionally designed to sound like people. • Reflect upon the potential impacts of AI chatbots in our lives.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Designing AI Chatbots Handout	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self-assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
Digital Tools & Supplementary Resources	

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[AI Literacy Lessons for Grades 6–12](#)

[Elmbrook Information & Technology Literacy Standards Google Site](#)

UNIT: Privacy & Security

Essential Questions:

1. How can I keep my private data safe and secure?
2. How can I protect my privacy when I'm online?

Learning Targets

- I can reflect on the concept of privacy, including what I feel comfortable sharing and with which people.
- I can analyze different ways that advertisers collect information about users to send me targeted ads.
- I can identify strategies for protecting my privacy, including opting out of specific features and analyzing app or website privacy policies.

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. What are the risks and potential consequences of sexting?

Learning Targets

- I can compare the risks and benefits of self-disclosure in relationships.
- I can identify the risks and potential consequences of sexting.

I can practice applying strategies to respond to situations where sexting could occur.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> - Formative Assessment: - Self assessment - Discussion - Exit/Admit Slips - Questioning - Think/Pair/Share
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UNIT: Cyberbullying, Digital Drama & Hate Speech	
Essential Questions: - How can I connect positively, treat others respectfully, and create a culture of kindness? - How should I respond to online hate speech?	
Learning Targets	
- I can use a circle-discussion structure to strengthen my class community. - I can explore the nature of hate speech by discussing whether it could happen at my school. - I can identify specific actions to positively affect a situation involving hate speech.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> - 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 should I react to breaking news?	
Learning Targets	
• I can define breaking news, and understand why individuals and news outlets want to be first to report a story. • I can analyze breaking news alerts to identify clues of false or incomplete information. • I can reflect on the consequences of reacting right away to breaking news alerts.	
Assessment Evidence	
Performance Assessment Options <i>May include, but are not limited to the following:</i> • Reflective Quick Write	Other assessment options <i>May include, but are not limited to the following:</i> • Formative Assessment: ○ Self assessment ○ Discussion ○ Exit/Admit Slips ○ Questioning ○ Think/Pair/Share
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