

Unit 1: Digital Citizenship
6th Grade Digital Art
16 Classes

Rev. March 2026

Essential Questions

- How can individuals create a positive and safe online community?
- What are the rights and the responsibilities associated with the use of digital tools and resources?

Enduring Understandings with Unit Goals

EU 1: Individuals recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

- Compare and contrast differences between respectful and disrespectful online behaviors.
- Explain the importance of cultivating and managing their digital identity and reputation with an awareness of the permanence of their actions in the digital world.
- Analyze scenarios of online social interactions to determine which are positive, safe, legal and ethical.

EU 2: Digital citizens responsibly locate, evaluate, and ethically use information from a variety of digital sources.

- Analyze and interpret the application of copyright and fair use laws in various scenarios.
- Debate and defend the practice of citing sources when using/sharing intellectual property.

Standards

ISTE Standards for Students

2: 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.

- 2a: Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.b: 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.
3. 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.
- 3a: Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 3b: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
 - 3c: Students publish or present content that customizes the message and medium for their intended audiences.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Protecting Our Digital Identity

- Analyze how different parts of a digital footprint can lead others to draw conclusions -- both positive and negative -- about who they are.
- Discover three strategies to limit individual data collection by companies.
- Vocabulary and Key Terms - digital footprint, invisible audience, persistent, consumer, cookies, data, targeted advertising oversharing, red flag feeling, social media, ally, cyberbullying, empathy, upstander, sampling, self-disclosure, sexting

2. Ethical, Legal, and Responsible Online Behavior

- Identify the positive and negative effects social media use has on their relationships.
- Problem-solve potential challenges to responding to cyberbullying and identify ways to be an upstander or ally to someone being bullied.
- Apply copyright and fair use to real-world examples, making a case for or against.
- Vocabulary and Key Terms - copyright, fair use, public domain, intellectual property Note: The topic of screen time and balancing media use is extensively covered in the 7th grade ELA unit, Screen Time.

Daily Learning Objectives with *TWPS*

Students will be able to...

- Define media balance and reflect on their own screen time habits to evaluate how digital media affects their well-being.
 - *How many hours a day do you think you spend on screens, and how does that time make you feel afterward?*
- Develop a plan to create a healthy balance between online and offline activities, considering their personal needs and priorities.
 - *What's one thing you wish you had more time for that you could do if you spent less time on your phone or computer?*
- Explain what a digital footprint is and identify how their online actions contribute to their digital identity.
 - *If someone Googled your name, what do you think they'd find—and would you be okay with it?*
- Evaluate the potential long-term consequences of their digital footprint and apply strategies to protect their personal information online.
 - *Can something you post online ever really be deleted? Why or why not?*
- Recognize the warning signs of phishing scams and demonstrate how to respond safely to suspicious messages and websites.
 - *Have you ever received a strange email, message, or pop-up online? What made you suspicious about it?*
- Identify examples of cyberbullying and demonstrate ways to respond as upstanders to support those targeted and promote positive digital behavior.
 - *Why do you think people say things online that they wouldn't say in person?*
- Analyze examples of misleading news and understand how sensational headlines and biased sources can distort the truth.
 - *Have you ever believed something you saw online that turned out to be false? How did you find out it wasn't true?*
- Apply fact-checking strategies, including cross-referencing sources and using tools like reverse image search, to verify the credibility of online information.
 - *If a headline makes you say "No way! That can't be real," what should you do next?*
- Explain the importance of citing sources and differentiate between copyright, fair use, and plagiarism in the context of using and creating digital content.
 - *Why is it important to give credit to someone else's work—even when it's just a photo or idea you found online?*
- Define artificial intelligence and examine how AI is used in daily life, including its impact on media consumption and digital interaction.
 - *What's the first thing that comes to mind when you hear the words "artificial intelligence"?*
- Evaluate the ethical implications of AI in digital media, including issues of bias, misinformation, and responsible use.
 - *Should AI be allowed to create art, music, or writing? Why or why not?*
- Students will be able to evaluate the credibility of online sources by identifying the author, purpose, evidence, and bias, and explain whether a source is trustworthy.

- *How can I tell if the information I find online is trustworthy?*
- Students will compare and contrast multiple sources on the same topic and justify which source is most credible using evidence.
 - *How do I decide which source deserves my trust more than others?*
- Create a multimedia PSA to inform and generate a “Call to Action.” **
 - *What is a SMART Goal/Plan for completing your PSA on time.*
- Critique a peer’s PSA with kind, specific, helpful feedback and final polishing.

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Pre-reading strategies
- Graphic organizers
- Accountable talk
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Assignment modification
- Speech to text
- Sentence starters

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Electronic portfolio with daily journaling and project documentation w/ photos and videos

SUMMATIVE ASSESSMENTS:

- Unit Quiz
- Unit Task - “Be the Change! PSA”

Unit Task

Unit Task Name: “Be the Change! PSA”

Description: In this task, students will select a topic of their own choosing. They will develop and argue a claim using credible and relevant evidence from multiple sources. They will design a PSA poster defending this topic. (EU 1, EU 2).

Unit Resources

- ISTE Standards
- Canva Graphic Design Software
- Common Sense Education curriculum and resources