

Unit 2: Digital Citizenship
6th Grade Digital Art
16 Classes

Rev. May 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
<u>FORMATIVE ASSESSMENTS:</u> ● 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 <u>SUMMATIVE ASSESSMENTS:</u> ● 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