**Digital Citizenship 10 Course**

This course provides students the opportunity to build and understand their skills, rights, knowledge and experience as a digital citizen. Students will be introduced to the nine elements of digital citizenship, social media, and professional existence online. Students will be exposed to online existence throughout the course, experience real case studies of teens who have experienced both the positive and negative aspects that can be found in being a digital citizen today.

**A. What is a Digital Citizen**

**Outcomes:**
1. Evaluate what it means to be a digital citizen.
    - I will explore the meaning of digital citizenship.
2. Develop an understanding of why it is important to be a responsible digital citizen.
    - I will explain why responsible digital citizenship is important.
3. Construct an understanding of how they currently exist online.
    - I will create a journal entry
4. Assemble an understanding of basic online safety.
    - I will apply my knowledge about online safety in my assignment that focuses on what teens should know about the content from this unit.

**Indicators:**

A1.1 Identify what it means to be a digital citizen.

A1.1 Name the basic aspects of what it means to be a digital citizen.

A2.1 Realize why it is important to be a responsible digital citizen.

A3.1 Analyze how they spend their time online.

A3.2 Synthesis what they do while they are online.

A4.1 Understand the strategies for basic online safety.

**B. What is a Digital Citizen**

**Outcomes:**
1. Appraise the nine elements of digital citizenship.
    - I will create a journal that explores and expresses my opinion on the nine elements of digital citizenship.
2. Categorize three general groupings that the nine elements fall into.

- I will use prior knowledge and experience to create a presentation that describes what element of digital citizenship is the most relevant for teens and where they can access this information.

**Indicators:**

B1.1 Identify the nine elements of digital citizenship.

B1.2 Identify which element they have the most understanding of.

B1.3 Analyze and explain the element they believe is the most important to teens today.

B2.1 Understand the three basic groupings for the nine elements of digital citizenship.

## C. School Environment and Responsibilities

**Outcomes:**
1. Construct their Digital rights and responsibilities as a high school student.
   - I will summarize and express my awareness of my rights and responsibilities as a digital citizen in my journal.
2. Demonstrate an understanding of having full access to existing online.
   - I will reflect on my understanding of what it really means to have ubiquitous access to an online existence in my journal.
3. Assess how we exchange information electronically.
   - I will demonstrate an awareness of how I exchange information online in my journal.
4. Consider what defines appropriate behavior online.
   - I will compare the content I have covered and what my peers do online to create a list of the most relevant topics and rationale of why these are so important for teens to know.
5. Conclude what precautions are necessary to have for online safety.
   - I will compare the content I have covered and my understanding of what safety issues potentially affect me in my online life. I will generate a list and create a rationale of why these are so important for teens to know.

**Indicators:**

C1.1 Identify what are their rights and responsibilities as a digital citizen.

C1.2 Evaluate what is cyber bullying.

C1.3 Understand what is sexting.

C1.4 List the consequences of inappropriate online behavior.

C2.1 Analyze digital access issues for students today.

C3.1 List ways we communicate digitally.

C4.1 Evaluate cautions that should be followed when sharing info electronically.

C4.2 Analyze how to behave and treat others online.

C5.1 Evaluate common security risks in a digital environment.

## D. Student Learning and Academic Performance

**Outcomes:**
1. Measure the responsibility of our digital actions and deeds.
   * I will create a journal addressing the correlation between digital literacy; digital law and intentional propaganda based viral videos.
2. Consider what it means to be digitally literate.
   * I will select a case study and critique the actions of the subject. After I have created an understanding of the actions in the case study I will formulate the best way a student should respond in this situation.

**Indicators:**

D1.1 Identify the basics of Digital Law.

D1.2 Synthesize what is meant by copyright and fair use in a school context.

D1.3 Analyze what is identity theft.

D2.1 Evaluate what is acceptable use.

D2.2 Analyze what is a reliable resource online.

D2.3 Understand what is a digital Urban Legend.

D2.4 Evaluate what the anatomy of an online hoax.

## E. Student Life Outside of School

**Outcomes:**
1. Produce an understanding of online commerce.

- I will reflect in my journal on my own online commerce practices.
2. Validate the importance of digital health and wellness.
    - I will create a video about my story as a digital citizen. In my story I will identify the contributing factors which have allowed me to develop into the person I am today.

**Indicators:**

E1.1 Identify what is Digital commerce.

E1.2 Evaluate what is an Internet scam.

E1.3 Examine the trends with online shopping.

E1.4 Understand the system of online selling.

E2.1 Synthesize aspects of digital health and wellness.

E2.2 Analyze how their cultural, religious or ethical background effects their digital health and wellness.

E2.3 Evaluate what factors contribute to their understanding of healthy online communication.

## F. Social Media

**Outcomes:**
1. Validate a healthy knowledge of current social media.
    - I will create an infographic to express how I use social media.
2. Assess trends in the use of social media for teens.
    - I will apply my understanding of how teens use social media.
3. Scrutinize changing trends in social media for teens.
    - I will assess the changing trends with social media and create a paper defining my social media profile in relation to my top three social media platforms.

**Indicators:**

F1.1 Identify what are the current popular social media platforms.

F1.2 Demonstrate knowledge of what each type of social media platform is most used for.

F2.1 Develop an awareness of what social media tools are popular with teens today.

F3.1 Synthesize current trends and changes in what social media platforms teens use.

## G. Professional Networking
**Outcomes:**
1. Develop awareness for what tools online can be used for professional networking.
   - I will reflect in my journal on which social media platforms are better suited for professional networking.
2. Promote themselves as professionals in an online setting.
   - I will reflect and explain how to add a professional element to every online social media platform I have joined.
3. Consider how to use specific online tools to promote a professional image.
   - I will develop an online resume reflecting my current skills and expertise.

**Indicators:**

G1.1 Identify places which provide good tools for professional networking online.

G2.1 Create an online resume.

G3.1 Demonstrate an effective plan for how to effectively promote a professional image online.

## H. Digital Footprint
**Outcomes:**
1. Distinguish and demonstrate a positive digital footprint.
   - I will express my understanding on why it is important for me to have a positive digital footprint.
2. Examine how to effectively create a positive digital footprint.
   - I will apply my knowledge and understanding of a positive digital footprint to create a series of ten important things with supporting evidence teens should know.

**Indicators:**

H1.1 Clearly identify what key topics teens need to understand about their digital footprint.

H1.2 Demonstrate an understanding of the importance of maintaining a positive digital footprint.

H2.1 Evaluate attributes of having a positive digital footprint in a meaningful way.

## I. Inquiry Based Project
**Outcomes:**
1. Conclude what key topics are important for teens to know for safe, positive digital citizenship.

- I will submit a journal representing my understanding of what is important for teens to know about being a positive digital citizen.
2. Effectively communicate what teens should know about digital citizenship in a way that could be shared digitally.
    - I will create a Public Service Announcement (PSA) on a topic of my choice summarizing my understanding of what is important for teens to know about being a positive digital citizen.

**Indicators:**

I1.1 Analyze what key topics teens need to understand about digital citizenship.

I1.2 Evaluate supporting material that substantiates their thesis.

I2.1 Develop a PSA that delivers their message in a concise meaningful way.

**Incorporation of Various Core Curriculum Components and Initiatives**

**Common Essential Learnings**

*Communication*

• To develop an appreciation of the importance of digital citizenship in many aspects of students' lives and in society in general.
• To use language for differing audiences and purposes that are relevant to social media for personal applications.
• To enable students to use language (listening, speaking, reading, and writing) for differing audiences and purposes that are relevant to online communication.
• To enable students to produce a digital footprint that effectively communicate information.
• To produce tools that can easily be used by users to solve problems.
• To communicate solutions to users experiencing problems.

*Numeracy*

• To develop an appreciation for the amount of people using social media, using content based on statistical information
• Analyzing trends and usage based on statistical data.

*Critical and Creative Thinking*

• To enable students to think for themselves and integrate the skills they have developed to produce and maintain an appropriate online footprint.
• To integrate digital citizenship skills with other subject material in such a way that the value of those skills is recognized.
• To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences as they relate to the online environment.
• To practice the processing of information in meaningful contexts.
• To develop an understanding of how knowledge is created, evaluated, refined and changed within the online environment.
• To identify and analyze problems potentially encountered by computer users.
• To understand and use the common functions of the Internet and social media.

### *Technological Literacy*

• To establish a general understanding of the internet to prepare students for efficient use of technology in their public and private lives.
• To recognize the capabilities and limitations of application software, and how those capabilities can be best utilized.
• To gain a general understanding of social media that will prepare students to use technology efficiently in their private life and in school.
• To engage in active involvement in decision-making and problem solving related to their own personal digital footprint.
• To provide opportunities for students' active involvement in decision making related to technological developments and opportunities in social media.
• To develop students' appreciation of the value and limitations of technology for information sharing.
• To develop students' appreciation of the value and limitations of technology within society.
• To understand and use the common functions of the Internet and social media.
• To develop technological skills regarding career information.
• To identify and analyze problems potentially encountered by computer users and social media.

### *Personal and Social Values and Skills*

• To develop an appreciation of the importance of creating a positive, dynamic digital footprint in many aspects of students' lives and in society in general.
• To establish an understanding of social media to prepare students for efficient use of computers in their private life and in school.
• To develop an appreciation of the importance of the information sharing in many aspects of life and in society in general.

• To understand how users can adapt, change, and discern how to effectively accommodate new directions and new advances in social media and online technologies.
• To incorporate each student's individuality and understanding with their online experience from their unique perspectives (cultural, ethical, religious)


## *Independent Learning*

• To support the development of a positive disposition to life-long learning.
• To support the development of a positive disposition to digital citizenship for lifelong learning.
• To recognize that changing technology will require end users to be capable of adapting to those changes.
• To develop technological skills to access social media.


The content covered in this course will reference student experiences, which include but are not limited to issues that discuss gender issues, as well as cultural and ethical perspectives.  Some examples used within the course also reference culture specific to the material that is based in this course.  This includes First Nation and Metis references.

## Incorporating Career Development Competencies

a) Personal Management
  • Students will learn and practice healthy digital living.
  • Digital citizenship skills developed in this course will have long term impact on the students and the community.

b) Learning and Work Exploration
  • This course is designed to raise students' awareness to the connection between a healthy online existence and improved employment opportunities.
  • Students will be expected to develop an online resume, which is an important step for them to create a professional online presence.
  • Potential future employers and post secondary institutions will be able engage with students through their professional online development.
  • The student will engage in meaningful career exploration related to digital citizenship.

c) Life/Work Building
  • Students will be assisted in creating a resume and digital footprint that helps them secure and maintain work. Opportunities for further training will be made available through future classes.
  • Through inquiry based learning students will have the opportunity to hone their understanding of digital citizenship.

- Students will be called to explore their traditions, values and beliefs and in doing so will recognize how to balance face-to-face and digital life.
- This course is based to expose students to a broad range of health and wellness issues across the generations. This will help students identify digital life changes as we age.
- Students will be encouraged through inquiry based learning to take responsibility for planning meaningful online life and work goals.

## Examples of Instructional Approaches

Digital Citizenship 10 will require each student to engage in the process of inquiry. The course material culminates in them identifying their big question, and substantiating their point of view through their understanding of the course material. Other approaches used in this class are detailed below:

a) Direct Instruction
   This strategy is highly teacher-directed and is among the most commonly used. This strategy includes various digital lectures, guided reading, drill and practice, guides for reading, and demonstrations.
   - Digital Lectures: incorporates various videos that deliver oral/video based facts or principles for which the learner is responsible for taking appropriate notes.
   - Drill and Practice: repetition of fundamental skills and knowledge to enhance speed and accuracy of performance.
   - Guides for Reading, Listening and Viewing: Structured formats intended to direct students to appropriate learning expectations in reading, listening, and viewing.

b) Indirect Instruction
   This strategy provides students with the opportunity to explore ideas by making connections and seeing relationships between items of information.
   - Inquiry Based Learning: provides opportunities for students to experience and acquire processes through which they can gather information about the world.
   - Concept Formation: an inductive thinking strategy in which students sort, classify, and/or group items, ideas, and opinions, into categories to draw inferences, make generalizations and develop concepts.
   - Concept Attainment: Clarifying a concept by providing positive and negative examples of that concept.

## Examples of Assessment and Evaluation Techniques

The following is an example of assessment and evaluation that will primarily be used with the additional instructional strategies. Additional strategies are relevant to the course and will be assessed and evaluated using conventional strategies as well. The course allows for the student to work through each unit and which has both direct and indirect instruction. The topics and methods are at the discretion of the teacher and will supplement the unit learning objectives.

|  | 4 - Above Standards | 3 - Meets Standards | 2 - Approaching Standards | 1 - Below Standards |
|---|---|---|---|---|
| **Position Statement** | The position statement provides a clear, strong statement of the author\'s position on the topic. | The position statement provides a clear statement of the author\'s position on the topic. | A position statement is present, but does not make the author\'s position clear. | There is no position statement. |
| **Support for Position** | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader\'s concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |
| **Evidence and Examples** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\'s position. | Evidence and examples are NOT relevant AND/OR are not explained. |
| **Accuracy** | All supportive facts and statistics are reported accurately. | Almost all supportive facts and statistics are reported accurately. | Most supportive facts and statistics are reported accurately. | Most supportive facts and statistics were inaccurately reported. |
| **Grammar & Spelling** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Narration** | The Narrator makes no errors. The audio is very easy for the listener to understand. The narration does not distract the listener in any way. | The Narrator makes 1-2 errors that distract the viewer from the presentation. | The Narrator makes 3-4 errors that distract the viewer from the presentation. | The Narrator makes 4 or more errors that distract the viewer from the presentation. |

Assessment Strategies

a) Anecdotal Records and Communication

Anecdotal records are written records and communication that keep track of student progress. Anecdotal records can be used to keep track of students' ability to work on course material, conduct themselves in an appropriate manor while in the class, or while working independently to complete course work. The use of anecdotal records is important during the project and inquiry based portions of the course. The student will keep records of their own progress in their work.

b) Checklists

Checklists are a way to quickly assess knowledge, specific skills, and attributes or to monitor completion of tasks. These will be used for the student to perform and communicate simple and effective self-reflections. Checklists are used throughout and at the end of each unit to aid the student in tracking their progress, time management, as well as self-assessment.

c) Rating Scales

Rating scales have the same use as checklists with one essential difference: the degree to which the item is found or to rate the quality of the performance. A rating scale can be adapted into a rubric. Rating scales are also used for self-evaluation, as they give the student the ability to communicate information based off the scale being measured.

d) Rubrics

Rubrics include criteria that describe each level of rating scale and are used to determine student progress in comparison to those expectations. Rubrics describe the attributes of student knowledge or achievements on a numbered continuum. Choosing criteria that are easily observed prevents vagueness and increases objectivity. Rubrics are used by the teacher, facilitators, peers and self to assess progress in the class and are especially useful for assessing various techniques and skills developed throughout the course.

## Phases of Evaluation Process

Although the evaluation process does not always happen sequentially, it can be viewed as cyclical with four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision-maker throughout all four phases.

Preparation
- In the preparation phase, decisions are made which identify what is to be evaluated, the type of evaluation (formative, summative, or diagnostic) to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment strategies from which to gather information on student progress. The teacher's decisions in this phase form the basis for the remaining phases.

Assessment
- During the assessment phase, the teacher identifies information-gathering strategies constructs or selects instruments, administers them to students, and collects the information on student learning progress. The teacher continues to make decisions in this phase. The identification and elimination of bias (such as gender and cultural bias) from the assessment strategies and instruments, and the determination of where, when, and how assessments are conducted are important considerations for the teacher.

Evaluation
- During the evaluation phase, the teacher interprets the assessment information and makes judgments about student progress. Based on the judgments or evaluations, teachers make decisions about student learning programs and report on progress to students, parents, and the appropriate school personnel.

Reflection
- The reflection phase allows the teacher to consider the extent to which the previous phases in the evaluation process have been successful. Specifically the teacher evaluates the utility and appropriateness of the assessment strategies used, and such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

## Instructional Materials

All the content used for instructional purposes in this course are readily available online. Links are referenced and clearly laid out so the students can access the material from within the course content pages.  References include but are not limited to websites, videos, and text documents.

The main references used are:
http://www.iste.org/docs/excerpts/DIGCI2-excerpt.pdf
http://www.nisd.net/digitalcitizen/
http://digitalcitizenship.net/Nine_Elements.html
http://visualcv.com/

## Evaluation of Locally Developed Course of Study

During the five-year cycle we will reflect on the effectiveness of the course by examining the percentage and demographics of students taking the course indicating if we are hitting our target population.

We will monitor the effectiveness of the course content as well as track the current state of digital citizenship to keep the course and materials current in this ever-changing landscape. The students who transition into the future subsequent course will be surveyed to see how well this course prepared them for the next level of studying digital citizenship, as well as, how the content or course could be updated or tailored to meet new needs that they determine.

Standard methods of assessment will be used to measure the level of success by how the students perform in their Digital Citizenship