DIGITAL LITERACY AND CITIZENSHIP CURRICULUM MAP

UNIT 1: MEDIA BALANCE & WELL-BEING (3 WEEKS)

Vocabulary Focus:
➔ **digital media**: content (text, audio, images, video) or devices that allow people to share information, communicate, and collaborate over the internet or computer networks
➔ **media balance**: using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)
➔ **simile**: a figure of speech in which a comparison is made between two different things using the word like or as
➔ **active use**: contributing online via posts, comments, or other forms of communication and expression
➔ **passive use**: scrolling through online content without reacting to the content
➔ **addicted**: being physically or mentally dependent on a thing or activity, and continuing to do it despite negative consequences
➔ **addictive design**: features or aspects of a device or app that are intended to hook the user into frequent use
➔ **humane design**: features or aspects of a device or app that prioritizes what's good for people's lives

Objectives	Content	Standards

Students will be able to:
● Explore the role that digital media plays in their lives.
● Reflect on the positive and negative impact digital media has on them.
● Create a personal challenge with actionable changes to improve digital well-being.
	My Digital Life Is Like…
	● Essential Question:
	  ○ What is the role of digital media in our lives?
	● Resources:
	  ○ "A Challenge" by Shayne Williams from *True Connections*
	  ○ Lesson Slides
	● Assessments:
	  ○ My Digital Life
	  ○ Lesson Quiz
		CASEL
		1a, 1b, 1c, 2a, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.B.1, IV.B.4, V.A.1, V.A.3, V.B.2, V.C.3, VI.A.1, VI.D.1
		ISTE
		1a, 1d, 2b, 3a, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Reflect on how their social media use makes them feel and how it compares to other teenagers'.
● Describe how active and passive social media use can lead to positive and negative feelings.
● Identify action steps to increase their positive feelings when using social media.
	Social Media and How You Feel
	● Essential Question:
	  ○ How can you use social media in a way that feels positive and healthy?
	● Resources:
	  ○ "Stupid Blue Screen" by Vanessa Ramon-Ibarra from *True Connections*
	  ○ "% of Teens Who Say the Following About Social Media" infographic from Pew Research Center
	  ○ KQED *Above the Noise* video "Is Social Media Making You Sick?"
	  ○ Lesson Slides
	● Assessments:
	  ○ Social Media Perspective
	  ○ Lesson Quiz
		CASEL
		1a, 1b, 1e, 2a, 2c, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5e
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.B.1, IV.B.4, V.A.1, V.A.3, V.B.2, V.C.3, V.D.1, VI.A.1, VI.D.1
		ISTE
		1a, 1d, 2b, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Analyze and draw conclusions about a series of photos depicting device use.
● Use online resources to track arguments for and against whether we are addicted to our devices.
● Complete a short writing assignment analyzing one or more aspects related to the device addiction debate.
	Can Media Be Addictive?
	● Essential Question:
	  ○ Are we addicted to our devices, and, if so, are companies to blame?
	● Resources:
	  ○ Photo collection *Removed* by artist Eric Pickersgill
	  ○ "Screen Addiction Among Teens: Is There Such A Thing?" from NPR.org
	  ○ "It's Not You. Phones Are Designed to Be Addicting." by Vox
	  ○ "Even Teens Are Worried They Spend Too Much Time on Their Phones" by Jenny Anderson
	  ○ "Technology Addiction Isn't Real but You Can Have an Obsession" by Lindsay Holmes
	  ○ "No, You're Not Addicted to Your Phone. Neither Are Your Kids." by Geoffrey James
	  ○ Lesson Slides
	● Assessments:
	  ○ Are We Hooked?
	  ○ Lesson Quiz
		CASEL
		1a, 1b, 1e, 2b, 2c, 2e, 3a, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5e, 5f
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.A.3, VI.D.1, VI.D.2

		ISTE 1a, 1d, 2b, 3a, 3b, 3d, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Identify research trends related to the health impact of screen time.
● Reflect on the nature of their own screen time and how it compares to that of parents and teens generally.
● Identify specific steps to be taken and potential challenges to making their screen time more healthy.
	The Health Effects of Screen Time
	● Essential Question:
	  ○ Can screen time be bad for us?
	● Resources:
	  ○ KQED *Above the Noise* video "Screen Time: How Much Is Too Much?"
	  ○ Lesson Slides
	● Assessments:
	  ○ Responsible Use
	  ○ Lesson Quiz
		CASEL
		1a, 1b, 2a, 2b, 2c, 2e, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5f
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.A.3, VI.D.1, VI.D.2
		ISTE
		1a, 1d, 2b, 3a, 3b, 3d, 6a, 6b, 7a, 7b, 7c, 7d

UNIT 2: PRIVACY & SECURITY (3 WEEKS)

Vocabulary Focus:
➔ **cookies**: small text files stored on a computer that keep track of what a person does on a website
➔ **online tracking**: apps, websites, or third parties collecting information about your online activity (other sites you visit, links you click, how long you stay, etc.)
➔ **personalized content**: information that a website or app shows you based on what they think you want to see
➔ **targeted advertising**: advertisements that are shown to you based on information that has been collected about you (location, browsing history, interests, age, etc.)

➔ **third-party**: a company other than the company that owns the website or app you are using
➔ **location services**: features of an app that track and use your geographical location
➔ **Fourth Amendment to the Constitution**: a law that protects people from unreasonable searches
➔ **surveillance**: closely watching or keeping track of a person or people

Objectives	Content	Standards

Students will be able to:
● Define online tracking and describe how companies use it.
● Identify the benefits and drawbacks of online tracking to both companies and users.
● Analyze specific examples of online tracking and take a position for or against them.
	The Big Data Dilemma
	● Essential Question:
	  ○ What are the benefits and drawbacks of online tracking?
	● Resources:
	  ○ "Hot on Your Trail" video
	  ○ "The Power of Likes" video
	  ○ "Issue Overview: Internet of Things" by Olaf Kharif
	  ○ "The Good, the Bad, and the Ugly Sides of Data Tracking" moz://a Internet Health Report 2018
	  ○ "Netflix Movie Posters Might Be Pandering to You" from *The Late Show with Stephen Colbert*
	  ○ Lesson Slides
	● Assessments:
	  ○ Both Sides of the Track
	  ○ Lesson Quiz
		CASEL
		4a, 4b, 4c, 4d
		AASL
		I.A.2, I.B.1, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.3, V.B.2, VI.A.1, VI.D.1
		ISTE
		1d, 2a, 2b, 2d, 3a, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Identify important benefits and privacy risks that new technologies present.
● Decide whether or not the benefits of new technologies outweigh their privacy risks.
● Create a compelling video that argues for or against using
	Risk Check for New Tech
	● Essential Question:
	  ○ What privacy risks do new technologies present, and how do we decide if they're worth it?
	● Resources:
	  ○ "The Business of Selling Your Location" from *The Daily*
	  ○ "Is Facial Recognition Invading Your Privacy?" from KQED *Above the Noise*
	  ○ "Law Enforcement Agencies Face Questions for Using DMV Databases for Facial Recognition" from NPR.org
		CASEL
		1a, 4a, 4b, 4c, 4d, 5a, 5f
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.4, IV.D.2,

a new technology.	○ "Are Smart Home Devices Invading Our Privacy?" from *Click on Detroit*, Local 4, WDIV ○ "That 'Smart' Washing Machine Might Be Listening to Every Word You Say" by Associated Press ○ Flipgrid ○ Lesson Slides ● Assessments: 　○ Check the Tech 　○ Lesson Quiz	V.A.1, V.A.3, V.B.2, VI.A.1, VI.A.2, VI.C.2, VI.D.1, VI.D.2 **ISTE** 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d
Students will be able to: ● Explain why websites that collect personal information have an age requirement of 13. ● Identify the risks of targeted advertising, especially when it is targeted to children. ● Explain what age they think is best for beginning to use social media, and support their argument with specific reasons and examples.	How Young Is Too Young for Social Media? ● Essential Question: 　○ At what age should people be allowed to use social media? ● Resources: 　○ KQED *Above the Noise* video "When is the Right Age to Start Social Media?" 　○ Children's Online Privacy Protection Act (COPPA) 　○ Lesson Slides ● Assessments: 　○ Letter to My Younger Self 　○ Lesson Quiz	**CASEL** 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c **AASL** I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.B.1, IV.B.2, V.A.1, V.A.3, VI.A.1, VI.D.1 **ISTE** 1d, 2a, 2b, 2d, 3a, 3d, 6a, 6b, 7a, 7b, 7c, 7d
Students will be able to: ● Identify the pros and cons of schools having access to students' social media. ● Describe the concerns related to government access to social media and	Debating the Privacy Line ● Essential Question: 　○ Should the government have access to all your social media and cellphone data? ● Resources: 　○ "Schools are watching students' social media, raising questions about free speech." from *PBS News Hour* 　○ Fourth Amendment of the Constitution	**CASEL** 4a, 4b, 4c, 4d, 5a, 5b **AASL** I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2,

cellphone data, including those related to free speech and privacy. ● Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.	○ "Can Police Use Cellphone Location Data Without a Warrant? Supreme Court Ruling Could Have Wide Impact" from *PBS News Hour* ○ "How Governments Use Big Data to Violate Human Rights" by Andrew Thompson ○ "Glenn Greenwald: Why Privacy Matters" from TED ○ Lesson Slides ● Assessments: ○ Safety Vs. Privacy ○ Lesson Quiz	III.C.2, III.D.1, IV.B.1, IV.B.2, V.A.1, V.A.3, VI.A.1, VI.D.1 **ISTE** 1d, 2a, 2b, 2c, 2d, 3a, 3d, 6a, 6b, 7a, 7b, 7c, 7d

UNIT 3: DIGITAL FOOTPRINT & IDENTITY (3 WEEKS)

Vocabulary Focus:
➔ **digital footprint**: all the information online about a person either posted by that person or others, intentionally or unintentionally
➔ **digital reputation**: what people think about you based on what they see online (social media, public information, photos, etc.)
➔ **sharenting**: posting comments or photos of children on social media that show excessive or sensitive details about their lives
➔ **curate**: selecting, organizing, and looking after a collection of photos, writings, or other artifacts
➔ **personal branding**: the practice of marketing yourself to the public using social media, a personal website, advertisements, or other non-digital tools
➔ **rescinded**: to take away or cancel
➔ **purpose**: the feeling of being determined to do or achieve something

Objectives	Content	Standards
Students will be able to: ● Define "digital reputation," and identify examples of social media posts that can have a positive or negative effect. ● Use the 1-2-3-1 Perspectives activity to consider	Protecting Online Reputations ● Essential Question: ○ How can you respect the privacy of others online? ● Resources: ○ "Are Parents Exploiting Their Kids on Social Media?" from The Atlantic ○ Lesson Slides ● Assessments: ○ Perspectives on Posting ○ Lesson Quiz	**CASEL** 2c, 4a, 4b, 4c, 4d, 5a ,5b ,5c, 5e **AASL** I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2,

the causes and effects of posting about others online. ● Generate a list of questions to ask themselves before posting pictures or information about someone else.		III.C.2, III.D.1, IV.B.1, V.A.1, V.A.3, V.B.2, V.C.3, VI.A.1, VI.D.1 **ISTE** 1d, 2a, 2b, 2c, 2d, 3a, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d
Students will be able to: ● 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.	Curated Lives ● Essential Question: ○ How can I create a social media presence that represents the real me? ● Resources: ○ "Teen Voices: Who Are You On Social Media?" Common Sense Education video ○ "Are You Living an Insta Lie? Social Media Vs. Reality" from DitchtheLabel ○ "I Have 2 Million Followers but No Friends" by Hannah Sparks ○ "Our Digital Selves Official Teaser #4" by Tom Boellstorff and Donna Zimmerman Davis ○ Avachara ○ Lesson Slides ● Assessments: ○ Exploring Digital Selves ○ Lesson Quiz	**CASEL** 1a, 1b, 1d, 3a, 4a, 4b, 4c, 4d **AASL** I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, V.C.1, VI.A.1, VI.D.1 **ISTE** 1a, 1d, 2a, 2b, 3a, 3c, 3d, 4a, 4b, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d
Students will be able to: ● Learn that they have a public presence online called a digital footprint. ● Recognize that any information they post online can help or hurt their future opportunities	Who's Looking at Your Digital Footprint? ● Essential Question: ○ How can information you post online affect your future opportunities? ● Resources: ○ "Harvard withdraws acceptances over social media messages" from abc News ○ "How Colleges Use Kids' Social Media Feeds" by Caroline Knorr	**CASEL** 1b, 3a, 4a, 4b, 4c, 4d **AASL** I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2,

(college admission, employment, etc.). ● Create a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity.	○ "Using Social Media, Students Aspire to Become 'Influencers'" by Corey Takahashi ○ "The Case Against Personal Brands" by Jessica Holland ○ "Top Tips: Social Media" from University of Sheffield Careers Service ○ "Haunting Picture" by Jazlyn Moses from *True Connections* ○ Lesson Slides ● Assessments: 　○ Future Tracks 　○ Lesson Quiz	III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, VI.A.1, VI.D.1 **ISTE** 1d, 2a, 2b, 2d, 3a, 3d, 6a, 6b, 7a, 7b, 7c, 7d
Students will be able to: ● Explain what it means to find your purpose and why it is beneficial. ● Consider different ways that people have used their digital footprint to make a positive impact on the world and whether you would do something similar. ● Reflect on what your own purpose might be, including a problem you want to solve and how you might go about solving it.	The Change You Want to See ● Essential Question: 　○ How can you create a digital footprint that showcases your purpose? ● Resources: 　○ "The Purpose Challenge" from the Greater Good Science Center at the University of California, Berkeley 　○ "Valedictorian Anonymously Posted Kind Words About Classmates on Instagram for Nearly a Year" by Cameron Keady 　○ "How Social Media Is Propelling the Anti-gun Violence Movement" from The Beat with Ari Melber 　○ "Game Changers: Marley Dias and the #1000BlackGirlBooks" from Hot 97 　○ "We're Not Okay with It. We'll Fight Back." from We Don't Have Time 　○ The Wonderment 　○ The Harry Potter Alliance 　○ SDGs in Action 　○ Change.org 　○ Dosomething.org 　○ We the People 　○ Lesson Slides ● Assessments: 　○ Turning Purpose into Impact 　○ Lesson Quiz	**CASEL** 1b, 1c, 1d, 1e, 4a, 4b, 4c, 4d, 5a, 5b, 5c **AASL** I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.3, V.B.1, V.B.2, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.A.3, VI.D.1, VI.D.2 **ISTE** 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

UNIT 4: RELATIONSHIPS & COMMUNICATION (3 WEEKS)

Vocabulary Focus:

➔ **grooming** (online): when someone older uses chatting or messaging to befriend and manipulate a child or teenager into an in-person meeting for the purpose of sexual abuse or sex trafficking

➔ **red flag feeling**: when something happens that makes you feel uncomfortable, worried, sad, or anxious

➔ **code-switching**: changing your language, behavior, or appearance based on who you're with or where you are

➔ **collaborate**: to work with others to create or produce something

➔ **civil discourse**: conversation that involves respectful sharing and debate of ideas

➔ **trolling**: online behavior that is meant to offend or stir up drama between individuals or groups

Objectives	Content	Standards

Students will be able to:
● Identify the types of messages that might cause a red flag feeling for someone.
● Use the Feel-Identify-Reflect-Act (FIRA) thinking process to analyze and respond to a situation involving a red flag feeling.
● Create a new scenario that involves a red flag feeling, including specific ways to respond.
	Chatting and Red Flags
	● Essential Question:
	  ○ How can you tell when an online relationship is risky?
	● Resources:
	  ○ "Movistar: Love Story." from Ads of Brands
	  ○ Lesson Slides
	● Assessments:
	  ○ Sheyna's Situation
	  ○ Lesson Quiz
		CASEL
		1a, 1b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.B.1, V.A.1, V.A.3, V.B.2, V.C.3, VI.A.1, VI.D.1
		ISTE
		1d, 2b, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Reflect on how their relationships are affected by devices and the internet.
● Identify the qualities
	Rewarding Relationships
	● Essential Question:
	  ○ How can I make sure my relationships are positive and healthy?
	● Resources:
	  ○ "Teen Voices: Friendships and Boundaries" video from Common Sense
		CASEL
		1a, 2b, 3a, 3b, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5d, 5e
		AASL
		I.A.2, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1,

of healthy and rewarding relationships. ● Use IDENTIFY | FEEL | IMAGINE | SUGGEST to brainstorm strategies for navigating challenging relationships.	Media ○ "Snapchat Streaks Are Not Friendships" by Teja Raman ○ "Healthy Vs. Unhealthy Relationships" from AMAZE Org ○ "Frientimacy: The 3 Requirements of All Healthy Friendships" by Shasta Nelson ○ "Ode to My Socks" by Pablo Neruda ○ Flipgrid ○ Lesson Slides ● Assessments: ○ Friendships and Feelings ○ Lesson Quiz	II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, II.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, VI.A.1, VI.D.1 **ISTE** 1d, 2b, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d
Students will be able to: ● Apply the idea of code-switching to how they use phones and other devices in and outside of school. ● Consider different ways that code-switching online can make communication more meaningful and effective. ● Write an example post or message that uses code-switching to communicate with an online audience.	Connecting with Digital Audiences ● Essential Question: ○ How can we use code-switching to enhance our communication with online audiences? ● Resources: ○ "Are There Internet Dialects?" from Idea Channel ○ "Make Your Emails Count: How to Write to Your Instructors" from Teaching and Learning Services ○ "Your Guide to Using TikTok" by Julia Alexander ○ "Black Twitter 101: What Is It? Where Did It Originate? Where Is It Headed?" by Whitelaw Reid ○ Lesson Slides ● Assessments: ○ Code-Switching Online ○ Lesson Quiz	**CASEL** 4a, 4b, 4c, 4d **AASL** I.A.2, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, V.A.1, V.A.3, VI.A.1, VI.A.3, VI.D.1 **ISTE** 1b, 1c, 1d, 2b, 2c, 3a, 3b, 3d, 6a, 6b, 6c, 7a, 7b, 7c, 7d
Students will be able to: ● Define civil discourse and identify why it can be challenging on the internet. ● Analyze resources	We Are Civil Communicators ● Essential Question: ○ How can we communicate with civility online? ● Resources: ○ "Civil Discourse Online" from Common Sense Education	**CASEL** 1a, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5e, 5f **AASL** I.A.2, I.B.2, I.B.3, I.C.1, I.C.4, I.D.1,

to identify the causes and effects of uncivil online discourse.
● Learn strategies for civil discourse and apply them to a scenario involving uncivil discourse.
	○ "Are Internet Trolls Born or Made?" from KQED *Above the Noise*
	○ "In an Increasingly Polarized America, Is It Possible to Be Civil on Social Media?" by Jasmine Garsd
	○ Lesson Slides
	● Assessments:
	  ○ Disconnected Discourse
	  ○ Lesson Quiz
		I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2
		ISTE
		1d, 2a, 2b, 2d, 3a, 3b, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

UNIT 5: CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH (3 WEEKS)

Vocabulary Focus:
➔ **thorny situation**: a situation where there is no clear cut way to respond, and where there is potential for people's feelings to be hurt
➔ **counterspeech**: messages that challenge or debunk extremism and stereotypes
➔ **extremism**: the holding of extreme political or religious views
➔ **hate speech**: making cruel, hostile, or negative statements about someone based on their race, religion, national origin, ability, age, gender, or sexual orientation
➔ **xenophobia**: the fear or distrust of someone or something that is foreign or unknown
➔ **cyberbullying**: using digital devices, sites, and apps to intimidate, harm, and upset someone
➔ **online disinhibition effect**: when people behave differently online than they would in real life
➔ **censorship**: when an authority (such as a person, government, organization, or religion) cuts out or suppresses ideas or speech
➔ **freedom of speech**: the right to state one's opinions and ideas without being stopped or punished
➔ **internet speech**: a person's opinions, ideas or statements that are posted online through websites, social media posts, or other forms of digital media

Objectives	Content	Standards
Students will be able to:	What You Send In "That Moment When…"	**CASEL**

● Identify examples of online behaviors that may hurt, embarrass, or offend others.
● Analyze thorny situations online and ways to respond to counter the harm they can cause.
● Create a public service announcement script to raise awareness about navigating thorny situations.
	● Essential Question:
	  ○ How can we act with empathy and positivity when we're online?
	● Resources:
	  ○ "The Accidental Bully - a public service announcement about cyber bullying" from Vimeo
	  ○ "Bystander Revolution: Bella | Facebook Story"
	  ○ "It's Not Cyberbullying, But …" by Christine Elgersma
	  ○ "Rethink Before You Type" by Trisha Prabhu
	  ○ "Government: Public Service Announcement Examples" YouTube Channel
	  ○ Flipgrid
	  ○ Lesson Slides
	● Assessments:
	  ○ Thorny Situations Online
	  ○ Lesson Quiz
		1a, 1b, 2a, 2c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5f
		AASL
		I.A.2, I.B.1, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, IV.D.2, V.A.1, V.A.3, V.B.2, V.C.3, VI.A.1, VI.A.2, VI.D.1, VI.D.2
		ISTE
		1d, 2b, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

Students will be able to:
● Describe the relationship between hate speech and xenophobia.
● Analyze how the internet has contributed to an increase in hate speech and extremist views.
● Describe one way to use the internet to combat one type of hate speech.
	Countering Hate Speech Online
	● Essential Question:
	  ○ How can we counter online hate speech and xenophobia?
	● Resources:
	  ○ "Teen Voices: Hate Speech Online" from Common Sense Education
	  ○ "Understanding Xenophobia" by Lisa Fritscher
	  ○ "Is YouTube Radicalizing You?" from CBC News
	  ○ "Instagram Has a Problem with Hate Speech and Extremism, 'Atlantic' Reporter Says" by Korva Coleman
	  ○ "YouTube Creators for Change: Humza Arshad"
	  ○ Lesson Slides
	● Assessments:
	  ○ The Internet and Extremism
	  ○ Lesson Quiz
		CASEL
		1a, 1d, 1e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f
		AASL
		I.A.2, I.B.1, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.2, V.C.3, VI.A.1, VI.A.2,

		VI.D.1, VI.D.2 **ISTE** 1d, 2b, 3a, 3d, 4a, 4b, 6a, 6b, 6c, 6d, 7a, 7b, 7c ,7d

Students will be able to:
● Define "online disinhibition" and describe how it can be both positive and negative.
● Explain how anonymity, lag time, and lack of nonverbal cues all contribute to online disinhibition.
● Analyze how online disinhibition can cause cyberbullying and brainstorm ways to counter it.
	Online Disinhibition and Cyberbullying
	● Essential Question:
	   ○ How does online disinhibition sometimes lead to cyberbullying?
	● Resources:
	   ○ "'Stranger Things' star leaves Twitter after cyberbullying" from abc News
	   ○ "Is the Internet Making You Meaner?" from KQED *Above the Noise*
	   ○ Lesson Slides
	● Assessments:
	   ○ What is Online Disinhibition?
	   ○ Lesson Quiz
		CASEL
		1a, 3a, 3b, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5f
		AASL
		I.A.2, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, VI.A.1, VI.A.2, VI.D.1, VI.D.2
		ISTE
		1d, 2a, 2b, 3a, 3d, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Explain whether hate speech is protected under the "freedom of speech" clause of the First Amendment.
● Identify the pros and cons of censoring online hate speech.
● Take a position on whether they think online hate speech
	Should Online Hate Speech Be Censored?
	● Essential Question:
	   ○ Should online hate speech be censored?
	● Resources:
	   ○ "Free Speech Or Hate Speech: When Does Online Hate Speech Become A Real Threat?" from NPR
	   ○ "What Does Free Speech Mean on College Campuses?" from KQED *Above the Noise*
	   ○ "The 3 Rules of Hate Speech: Free Speech Rules (Episode 2)" by Eugene Volokh
	   ○ "GoDaddy Bans Neo-Nazi Website Daily Stormer in
		CASEL
		1a, 3a, 3c, 3d, 4a, 4b, 4c, 4d
		AASL
		I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.A.2, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.D.2,

should be protected or censored, and support it with compelling reasons.	Crackdown on Hate Speech" from *The Washington Post* ○ "What's Gab, the Social Platform Used by the Pittsburgh Shooting Suspect?" by Brian Stelter and Paul P. Murphy ○ https://www.facebook.com/communitystandards/ ○ Lesson Slides ● Assessments: 　○ Free to Hate? 　○ Lesson Quiz	VI.A.1, VI.A.2, VI.D.1, VI.D.2 **ISTE** 1d, 2a, 2b, 2c, 3a, 3b, 3d, 6a, 6b, 7a, 7b, 7c, 7d

UNIT 6: NEWS & MEDIA LITERACY (3 WEEKS)

Vocabulary Focus:

➔ **corroboration**: additional source(s) that confirm or support the claims of a news story, article or piece of information

➔ **lateral reading**: a method of determining credibility of online information in which you open multiple tabs to search for other information to validate the site's claims

➔ **misinformation**: false or inaccurate information, especially that which is intended to deceive

➔ **cognitive bias**: limitations in our thinking caused by perceiving information through our personal experiences and preferences

➔ **confirmation bias**: a tendency to interpret information in a way that affirms what we already believe

➔ **mnemonic device**: a word or series of letters that helps you remember steps or strategies for something

➔ **advertisement**: a message that promotes a product, service, opportunity, or event using television, the internet, billboards, or other public spaces

➔ **advertiser**: a person or company who is hired to create advertisements

➔ **clickbait**: an image or headline that tries to get you to click on it, usually for advertising purposes

➔ **publisher** (website): the person or company who created the website and its contents

➔ **algorithm**: pieces of code that follow a sequence of instructions

➔ **filter bubble**: when your social media feed and what you see online only aligns with your existing beliefs and experiences

➔ **personalized content**: information that a website or app shows you based on what they think you want to see

Objectives	Content	Standards

Students will be able to:
● Define "misinformation" and explore the consequences of spreading misinformation online.
● Learn how to use lateral reading as a strategy to verify the accuracy of information online.
● Apply lateral reading to examples of questionable videos to determine their accuracy.
	Hoaxes and Fakes
	● Essential Question:
	  ○ How can you avoid being fooled by fake videos and other information online?
	● Resources:
	  ○ "Pig Rescues Baby Goat" from jebdogrpm
	  ○ "Nathan For You - Petting Zoo Hero" from Comedy Central
	  ○ "Nathan for You - Petting Zoo Hero Part 2" from Comedy Central
	  ○ "Check Yourself with Lateral Reading" from *CrashCourse*
	  ○ "Snowboarder Girl Chased by Bear" by Marc VdS
	  ○ "Loggers Couldn't Believe What They Found in the Middle of a Tree!" from Facts Verse
	  ○ "Proven Turmeric Cure Cancer" from HIWellness
	  ○ "John Green's other CrashCourse" from CrashCourse
	  ○ "Fake videos of real people" by Supasorn Suwajanakorn on TED
	  ○ "We tried to create a deepfake of Mark Zuckerberg and Alex Jones" from Poynter
	  ○ iMovie, Binumi, or WeVideo
	  ○ Lesson Slides
	● Assessments:
	  ○ Read Laterally for Accuracy
	  ○ Lesson Quiz
		CASEL
		4a, 4b, 4c, 4d, 5a, 5b, 5c, 5f
		AASL
		I.A.2, I.B.1, I.D.1, I.D.2, I.D.3, II.A.1, II.A.2, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.3, IV.B.4, V.A.1, V.A.2, V.A.3, V.C.3, VI.A.1, VI.A.2, VI.A.3, VI.D.1, VI.D.2
		ISTE
		1d, 2b, 3a, 3b, 3d, 5b, 5c, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

Students will be able to:
● Define confirmation bias and identify why it occurs.
● Explore examples of confirmation bias, particularly related to news and online information.
● Identify strategies for challenging their
	Challenging Confirmation Bias
	● Essential Question:
	  ○ How can we challenge our own confirmation bias?
	● Resources:
	  ○ "What Would It Take To Change Your Mind About Something You Really Believed?" from KQED *Above the Noise*
	  ○ "Cover Up, Your Confirmation Bias Is Showing" by Jessie Smith
	  ○ "Defining Confirmation Bias" from Facing History and Ourselves
		CASEL
		1b, 4a, 4b, 4c, 4d, 5a, 5b, 5c
		AASL
		I.A.2, I.B.1, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1,

own confirmation biases.	○ "Scientists Discover Simple Psychological Tools to Battle Fake News" by Peter Hess
	○ Lesson Slides
	● Assessments:
	  ○ Biased Brains
	  ○ Lesson Quiz
		IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.C.3, VI.A.1, VI.D.1
		ISTE
		1a, 1d, 2b, 2c, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Describe how advertisers and publishers make money through online advertising.
● Describe how clickbait can contribute to the spread of fake news and misinformation.
● Take a position on whose responsibility it is to fight fake news and misinformation.
	Clicks for Cash
	● Essential Question:
	  ○ How does internet advertising contribute to the spread of misinformation?
	● Resources:
	  ○ "How Do Fake News Sites Make Money?" from BBC News
	  ○ "We Tracked Down a Fake-News Creator" by Laura Sydell
	  ○ Lesson Slides
	● Assessments:
	  ○ All About the Money?
	  ○ Lesson Quiz
		CASEL
		4a, 4b, 4c, 4d, 5a, 5b, 5e, 5f
		AASL
		I.A.2, I.B.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, V.A.1, V.A.2, V.A.3, VI.A.1, VI.A.2, VI.A.3, VI.D.1, VI.D.2
		ISTE
		1d, 2b, 3a, 3b, 3d, 6a, 6b, 7a, 7b, 7c, 7d

Students will be able to:
● Define "filter bubble" and explain how it occurs.
● Reflect on the limitations and drawbacks that filter bubbles cause.
● Identify strategies for escaping their own filter bubbles.
	Filter Bubble Trouble
	● Essential Question:
	  ○ How can filter bubbles limit the information we're exposed to?
	● Resources:
	  ○ "How social media filter bubbles work" from CNN Business
	  ○ Eli Pariser: Beware Online "Filter Bubbles" on TED
	  ○ "Conservative vs. Liberal Beliefs" from *Student News Daily*
		CASEL
		1a, 1b, 1d, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c
		AASL
		I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1,

	○ "How can you burst your filter bubble? - BBC Trending" ○ Google Slide, Padlet, or VoiceThread ○ Lesson Slides ● Assessments: 　○ Burst Your Filter Bubble! 　○ Lesson Quiz	III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.3, V.B.1, V.B.2, V.D.1, V.D.2, VI.A.1, VI.D.1 **ISTE** 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5d, 6b, 6c, 6d, 7a, 7b,7c, 7d	

★ AASL Standards
★ ISTE Standards
★ CASEL Standards