

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



6th grade Technology – Digital Citizenship

June 2016

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New Milford Public Schools

Curriculum

6th grade Technology – Digital Citizenship

6th Grade is a very important year for students, filled with many changes and transitions. This Technology Curriculum is designed to help students' with their newfound technology commitments and to guide them in their journey to becoming good digital citizens in our society. We will cover topics such as digital communication, digital etiquette, digital law, digital rights and responsibilities, and digital security. Students will learn through classroom lectures and discussions, digital researching and investigating, hands-on projects and activities, and collaborative and independent work. Students will also complete a unit on keyboarding because a fast typer is a more productive worker in the 21st century!

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New Milford Public Schools

Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Course Introduction	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 1 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand the rules and procedures of the classroom. ● Students will understand how to log on to the computer and their Google Drive and they will set a password that they will remember ● Students will understand the layout and basics of Google Classroom (more advanced skills will come in time while using it). ● Students will understand the syllabus for this course and have an idea of what to expect. 	<ul style="list-style-type: none"> ● What are your rules and responsibilities as a citizen in a digital world? ● What are your rules and responsibilities as a student in this classroom? ● How do I log onto the computer and get into my Google Drive and what password should I choose that I will remember? ● What are your rules and responsibilities as a student on Google Classroom? ● What will this course be like and what can I expect to learn by the end?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● The definition of digital citizenship. ● How digital citizenship affects our lives and the lives of others. ● The rules and procedures of the classroom. 	

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- The layout and basics of Google Classroom (more advanced skills will come in time while using it).
- How to access their online journal and they will answer their first question: “What do you expect to learn in this technology class?”
- The syllabus for the course and what to expect.

Students will be able to do the following:

- Define digital citizenship.
- Explain how digital citizenship affects their lives and the lives of others.
- Log on to the computer and change their passwords
- Students will answer a question in their journals

Character Attributes

- Citizenship
- Integrity
- Respect
- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

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21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Show videos on Digital Citizenship ● Show a tutorial on Google Classroom ● Lead class discussion on Digital Citizenship in their lives today. ● Model and show students their online journal 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Contribute to class discussion ● Watching tutorials ● Logging on to the computer and choosing passwords ● Registering for the correct Google Classroom class ● Taking pre-assessment ● Complete the first question in their journal
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Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Take a pre-assessment quiz on digital citizenship. Access their online journal and write and answer to this first question: "What do you expect to learn in this technology class?"</p> <p>Role: Author</p> <p>Audience: Self and teacher</p> <p>Situation: You are beginning to create a digital journal of work that may, in the future, be used to show your mastery of certain skills.</p> <p>Product or Performance: A journal entry</p> <p>Standards for Success: Students were able to complete the tasks</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion

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Suggested Resources

- Google Classroom
- https://www.youtube.com/watch?v=rQ_5m8gUY9A
- <https://support.google.com/edu/classroom/?hl=en#topic=6020269>

New Milford Public Schools Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Where is it going? The basics of saving, printing, organizing, and emailing.	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 2 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that there are many places to save a file to and they have to make sure they are saving it appropriately. ● Students will understand that there are many places to print to and they have to make sure they are printing to the intended printer. ● Students will understand that they need to keep their files and drives organized. ● Students will understand the do's and don'ts of emailing. 	<ul style="list-style-type: none"> ● Where is it going when I save it? ● How do I save this? ● What am I printing? ● What printer am I using? ● Why is it important to keep my files neat and organized? ● Why is it important to think about my intended recipient when I am emailing?
Expected Performances	

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What students should know and be able to do

Students will know the following:

- How to save to their network drive and their Google Drive
- How to print to a specific printer
- How to print only when it is imperative to print and only print the specific piece that is necessary.
- Organize their folders in their Google Drive and network drive

Students will be able to do the following:

- Save a document to their network drive and to their Google Drive
- Print a document to a specific printer
- Only print a specific portion of something
- Make folders in their network drive, Google Drive, and email.
- Send me an appropriately written email
- Create a signature in their email
- Students will answer a question in their journals

Character Attributes

- Citizenship
- Integrity
- Respect
- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - o Students lead and contribute to project teams, assuming various roles and

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responsibilities to work effectively toward a common goal.

- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Create rubrics
- Develop mini formative assessments
- Develop a summative assessment to evaluate what students' have learned
- Create journal question each week that monitors student progress

Learning Activities:

- Contribute to discussion
- Complete formative assessments
- Complete summative assessment
- Print to a specified printer
- Save to a specified location
- Email a professional correspondence to teacher
- Organizing Google Drive and Network Drive

Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Saved documents, printed documents, emails, folders, a journal entry - "Tell me another question you have about saving, printing, emailing, and organizing your files?"

Role: Author

Audience: Self and teacher

Situation: Students will complete the required tasks to show mastery of this topic.

Product or Performance:

Standards for Success: Students were

- Students will need to demonstrate the ability to work individually and cooperatively in groups.
- Students will develop a plan of work, setting goals and deadlines for various stages of the projects.
- Students will have to monitor and track their own work upkeep.
- Daily entries to journals
- Contribution to class discussion

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able to complete the tasks.	
Suggested Resources	
<ul style="list-style-type: none"> ● Google Classroom ● Microsoft Office Suite ● Google Drive ● Google 	

**New Milford Public Schools
Curriculum**

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Digital Footprint/Tattoo	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 3 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that things that they post online, things they post online about others, and things that are posted about them online are permanent ● Students will understand that their digital footprint needs to be monitored ● Students will understand that nothing that is online is private 	<ul style="list-style-type: none"> ● What is available online about me? ● How easy is it to access information online? ● Should I Google myself? ● Could things that I post online really keep me from getting accepted into a school or getting a job in the future?

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Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● What is available online about them ● How easy it is to access personal information online <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● By the end of class, students will be able to better answer the question: “What is my digital footprint and why should I be so concerned about it?” ● Make an avatar and save it to their network drive, then make it their profile picture in Google ● Students will answer a question in their journals 	
Character Attributes	
<ul style="list-style-type: none"> ● Citizenship ● Integrity ● Respect ● Honesty ● Perseverance 	
Technology Competencies	
<ul style="list-style-type: none"> ● International Society for technology in Education (ISTE) Standard - Digital Citizen Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware. <p>a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.</p> <p>b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.</p> <p>c) Students foster a culture of respect for intellectual property, their own and others’ by understanding the rights and obligations of using and sharing works.</p> <p>d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.</p> <ul style="list-style-type: none"> ● Proposed ISTE Standards: Global Collaborator <ul style="list-style-type: none"> ○ Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal. ● Proposed ISTE Standards: Creator and Communicator <ul style="list-style-type: none"> ○ Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media 	

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appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Show videos on Digital Footprint
- Create rubrics
- Develop mini formative assessments
- Develop a summative assessment to evaluate what students' have learned
- Create journal question each week that monitors student progress

Learning Activities:

- Contribute to discussion
- Complete formative assessments
- Complete summative assessment
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Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Create an avatar to be used as a profile picture and answer the journal question: "Did any of the information that you were able to find online today surprise you?" To create a digital footprint using a word cloud creator and answer the journal question: "If someone found a profile of yours online, what would they think of you?"

Role: Self

Audience: Self, peers, and teacher

Situation: Students will complete the required tasks to show mastery of this topic.

Product or Performance: Avatar and Digital footprint graphic

- Students will need to demonstrate the ability to work individually and cooperatively in groups.
- Students will develop a plan of work, setting goals and deadlines for various stages of the projects.
- Students will have to monitor and track their own work upkeep.
- Daily entries to journals
- Contribution to class discussions

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Standards for Success: Students were able to complete the tasks.	
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Suggested Resources

- [Digital Dossier](#)
- <http://doppelme.com/>
- <http://www.reasonablyclever.com/mini/flash/minifig.swf>
- <http://avachara.com/>
- <http://www.dolldivine.com/>
- <http://www.reasonablyclever.com/mini-mizers/mini-mizer-2-0/>
- www.google.com
- [Digital Footprint from TeacherTube](#)
- [11 tips](#)
- [Common Sense Media video](#)
- www.tagxedo.com.

**New Milford Public Schools
Curriculum**

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Proper Netiquette and Internet Safety	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 2 (Meets once every 6 days)
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Identify Desired Results

Common Core Standards

- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that different types of correspondence 	<ul style="list-style-type: none"> ● How can I stay safe on the internet? ● Why is it important to think about the intended recipient when I am writing a text, email, or other form of digital correspondence?

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<p>and different audiences for that correspondence will require different things</p> <ul style="list-style-type: none"> ● Students will understand that the internet can be a dangerous place ● Students will understand that there are many things that they need to do and not do in order to stay safe on the internet ● Students will understand when it is appropriate to use their device and when it is not ● Students will understand the school rules for cell phone usage ● Students will understand that it is sometimes not appropriate to be on a device. There is a time and place for anything and we need to learn limits. 	<ul style="list-style-type: none"> ● What kinds of things should I be concerned about when I am on the internet? ● How can things that I write be misconstrued by someone who receives it? ● Can I use my phone? ● Is doing this ok with the school's cell phone policy? ● Am I being rude to the person I am with because I cannot stop looking at my device? ● Am I addicted to my phone? Can I function without it?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● Why having proper netiquette is important ● Why it is important to be safe on the internet <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Students will be able to have their own personal guide for proper netiquette and internet safety to use going forward in regard to their internet usage. ● Students will create an internet safety and/or proper netiquette poster using an online poster creator ● Students will have a group discussion in class about internet safety and proper netiquette ● Students will answer a question in their journals 	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> ● Citizenship ● Integrity ● Respect ● Honesty ● Perseverance 	
<p>Technology Competencies</p>	
<ul style="list-style-type: none"> ● International Society for technology in Education (ISTE) Standard - Digital Citizen Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware. 	

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- a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.
- b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.
- c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.
- d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

Proposed ISTE Standards: Global Collaborator

- o Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - o Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Create rubrics • Develop mini formative assessments • Develop a summative assessment to evaluate what students' have learned • Create journal question each week that monitors student progress 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Contribute to discussion • Complete formative assessments • Complete summative assessment • Complete poster • Complete journal entry
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Create an internet safety and/or	<ul style="list-style-type: none"> • Students will need to demonstrate the ability to work individually and cooperatively in groups.

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proper netiquette poster and answer the journal question: "What do you do when you see behavior or content online that may be inappropriate?"

Role: Self

Audience: Self, peers, and teacher

Situation: Students will complete the required tasks to show mastery of this topic.

Product or Performance: Poster and journal entry

Standards for Success: Students were able to complete the tasks.

- Students will develop a plan of work, setting goals and deadlines for various stages of the projects.
- Students will have to monitor and track their own work upkeep.
- Daily entries to journals
- Contribution to class discussion

Suggested Resources

- [Attachments video file.](#)
- [Forwarding video file.](#)
- [Flames video file.](#)
- [Quick to Respond video file.](#)
- [Caught using Email video file.](#)
- [Spam video file](#)
- [Poster my Wall](#)

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New Milford Public Schools Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Digital Law - Copyright, Fair Use, Plagiarism, etc...	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 3 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand the difference between copyright and plagiarism ● Students will understand the laws in regard to technology ● Students will understand fair use guidelines and what they can and cannot use from the internet 	<ul style="list-style-type: none"> ● Why can't I copy and paste this? ● What is the difference between copyright and plagiarism? ● What are fair use guidelines? ● What is considered plagiarism?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● What plagiarism is ● What copyright is and its terms ● What the fair use guidelines are ● What kind of trouble students can get in for plagiarizing, infringing copyright, and/or breaking fair use laws Students will be able to do the following:	

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- By the end of this unit, students will be able to have a better understanding of copyright rules including fair use guidelines. Students will also be more aware, going forward, of what is considered plagiarism.
- Students will practice the vocabulary associated with this lesson
- Students will answer a question in their journals
- Will read articles on this topic
- Take a plagiarism quiz - is this plagiarism or not?

Character Attributes

- Citizenship
- Integrity
- Respect
- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
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a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
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21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

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Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Create rubrics ● Develop mini formative assessments ● Develop a summative assessment to evaluate what students' have learned ● Create journal question each week that monitors student progress 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Contribute to discussion ● Complete formative assessments ● Complete summative assessment ● Complete journal entry
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Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Journal entry question: "Tell me something you learned today that you didn't know before." Journal entry question: "Should DJ Earworm's (or other mashups) mashups be considered fair use? Why or why not?"</p> <p>Role: Self</p> <p>Audience: Self, peers, and teacher</p> <p>Situation: Students will complete the required tasks to show mastery of this topic.</p> <p>Product or Performance: Journal entries</p> <p>Standards for Success: Students were able to complete the tasks</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion

Suggested Resources

- [Disney Copyright video](#)
- [Fair Use Guidelines for students](#)
- [Cyberbee](#)
- [DJ Earworm Mashup](#)

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- [9 things you should know about copyright and fair use on YouTube article](#)
- [YouTube copyright video.](#)
- [Happy Birthday to You Copyright video.](#)
- [Happy Birthday copyright update - September 2015](#)
- <http://kidshealth.org/kid/feeling/school/plagiarism.html#>
- [Plagiarism quiz](#)
- [SMS How to Cite images](#)
- [SMS How to Cite a Website](#)
- [John Green - copyright video](#)
- [Article about unique copyright situations](#)

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New Milford Public Schools

Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Hour of Code Week	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 1 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that computer programming knowledge is an important piece of a 21st century learner 	<ul style="list-style-type: none"> ● What is coding? ● Why do I need to know this? ● Where and when will I use this in life?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How to think creatively and computationally ● How to follow certain steps and algorithms in order to make something happen ● Coding is fun! Students will be able to do the following: <ul style="list-style-type: none"> ● Students will answer a question in their journals ● Students will complete an entire tutorial from start to finish without quitting! ● Students will successfully complete an hour of code! 	
Character Attributes	
<ul style="list-style-type: none"> ● Citizenship ● Integrity ● Respect 	

[Type text]

- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

Proposed ISTE Standards: Global Collaborator

- Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

- Proposed ISTE Standards: Creator and Communicator

- Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Show the hour of code website to students
- Guide students as to what to do
- Create journal question each week that monitors student progress

Learning Activities:

- Contribute to discussion
- Complete at least one tutorial from start to finish in hour of code
- Complete journal entry

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of	Application that is functional in a classroom context to

[Type text]

desired results designed according to GRASPS (one per marking period)	evaluate student achievement of desired results
<p>Goal: To complete a tutorial on hour of code from start to finish</p> <p>Role: Self</p> <p>Audience: Self and teacher</p> <p>Situation: Students will complete the required tasks to show mastery of this topic. They will complete an hour of code.</p> <p>Product or Performance:</p> <p>Standards for Success: Students were able to complete the tutorial of their choosing from start to finish.</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to show perseverance and not quit on the tutorial of their choosing until they complete the whole thing ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion
Suggested Resources	
<ul style="list-style-type: none"> ● www.hourofcode.org 	

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New Milford Public Schools

Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Website Evaluation	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 3 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that all of the information they find on the internet is not always going to be true and accurate. ● Students will understand that there are specific things that they can look for on webpages and addresses that can indicate if this is good information or not. 	<ul style="list-style-type: none"> ● Is it true? How do I know? ● Is it accurate? What are some steps that I can take to determine if this information is accurate or not? ● What does url mean and where can I find it? ● Does the suffix of a url matter? What are the different ones that I may see and what do they mean?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How to find accurate sources ● How to look for specific places on a webpage for information ● That not all of the information they find on the internet is true and accurate Students will be able to do the following: <ul style="list-style-type: none"> ● Students will answer a question in their journals ● Students will choose a website that is meant to educate people about a topic and 	

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fill out a checklist for evaluating websites.

- Students will look at a series of websites and come to conclusions about what is good and what is bad about these sites.

Character Attributes

- Citizenship
- Integrity
- Respect
- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Create rubrics
- Develop mini formative

Learning Activities:

- Contribute to discussion
- Complete formative assessments

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<p>assessments</p> <ul style="list-style-type: none"> ● Develop a summative assessment to evaluate what students' have learned ● Create journal question each week that monitors student progress 	<ul style="list-style-type: none"> ● Complete summative assessment ● Complete journal entry ● Complete a checklist for evaluating websites ● Students will look at a series of webpages to get an idea of what a good site looks like verses a bad site ● Students will complete an evaluating websites tutorial
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Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To evaluate webpages more in depth</p> <p>Role: Self</p> <p>Audience: Self, peers, and teacher</p> <p>Situation: Students will complete the required tasks to show mastery of this topic.</p> <p>Product or Performance: Completing an evaluation criteria checklist</p> <p>Standards for Success: Students were able to complete the tasks</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion ● Students will create an evaluating websites tutorial
Suggested Resources	
<ul style="list-style-type: none"> ● Video 1 ● Video 2 ● Evaluation criteria for websites ● Checklist for Evaluating Websites ● Bring Fido ● GenoChoice ● Jacopo Di Poggibonsi ● All About Explorers 	

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- [Ancient-Greece.org](#)
- [Bad Astronomy](#)
- [Blonde Gene](#)
- [Cerebral Palsy](#)
- [Dog Island](#)
- [Facts About the Civil War](#)
- [Manhattan Airport Foundation](#)
- [Martin Luther King](#)
- [Tree Octopus](#)
- [Credible Sources Count!](#)

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New Milford Public Schools Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Technology Usage	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 2 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that there is a time and a place for using technology ● Students will understand that there are certain health implications to spending too much time on technology. ● Students will understand that human emotions are the things that set us apart from computers. 	<ul style="list-style-type: none"> ● How much time do I spend using technology? ● Is technology always a good thing? ● How did people get information before the internet? ● To whom were questions addressed before Google??? ● Is there something I need to change about my technology usage?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● That there is a time and a place for everything ● We are people and computers cannot give us the same interactions and experiences that humans can. ● Technology is a wonderful thing, in moderation. Students will be able to do the following:	

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- Students will answer a question in their journals
- Have a group discussion while looking at each other when we speak and not interrupting others. No technology will be on during this conversation.
- Fill out a technology usage form for any given week in their lives, add up the amount of hours that are spent on technology per week, and then reflect upon that and evaluate if they think that is a good amount or if they should modify it.

Character Attributes

- Citizenship
- Integrity
- Respect
- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

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<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Create rubrics ● Develop mini formative assessments ● Develop a summative assessment to evaluate what students' have learned ● Create journal question each week that monitors student progress 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Contribute to discussion ● Complete formative assessments ● Complete summative assessment ● Complete journal entry ● Contribute to class "fishbowl" discussion ● Create a spreadsheet for a week in their life of technology usage
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Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: To become more aware of what we are spending time on</p> <p>Role: Self</p> <p>Audience: Self, peers, and teacher</p> <p>Situation: Students will complete the required tasks to show mastery of this topic.</p> <p>Product or Performance: Students will evaluate themselves with a spreadsheet that shows how much time they spend per week on technology</p> <p>Standards for Success: Students were able to complete the tasks and do soem self reflection</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion
Suggested Resources	
<ul style="list-style-type: none"> ● Did You Know? ● Look up 	

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New Milford Public Schools

Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Cyberbullying	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 3 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that their words, whether said or written, can really hurt someone's feelings ● Students will understand that some cases of cyberbullying have ended with people being arrested and/or people committing suicide 	<ul style="list-style-type: none"> ● What is cyberbullying? ● Have I ever been cyberbullied and/or have I ever done the cyberbullying? ● Why do people cyberbully?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● That people have feelings and words can hurt ● Cyberbullying is very serious and can have very serious implications Students will be able to do the following: <ul style="list-style-type: none"> ● Students will answer a question in their journals ● Students will be able to write a skit about cyberbullying, create a digital storyboard from that skit, and then act it out and film it. All of these will be put together to create a public service announcement about cyberbullying. 	
Character Attributes	

[Type text]

- Citizenship
- Integrity
- Respect
- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Create rubrics
- Develop mini formative assessments
- Develop a summative assessment to evaluate what students' have learned
- Create journal question each week

Learning Activities:

- Contribute to discussion
- Complete formative assessments
- Complete summative assessment
- Complete journal entry

[Type text]

that monitors student progress	
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Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To educate students about cyberbullying</p> <p>Role: Self</p> <p>Audience: Self, peers, teachers, and school</p> <p>Situation: Students will complete the required tasks to show mastery of this topic.</p> <p>Product or Performance: A digital storyboard and a recorded film</p> <p>Standards for Success: Students were able to complete the tasks</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion
Suggested Resources	
<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=bfT2qqrqzgo ● http://www.storyboardthat.com/ ● Moviemaker 	

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New Milford Public Schools

Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Tie it all together	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 1 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that everything they have learned so far will help them throughout their lives ● Students will understand that they need to think before they post. 	<ul style="list-style-type: none"> ● What is a technology resolution? ● What should my technology resolution be? ● How can I use this information in my day to day life?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How to think like a good digital citizen. ● How to think before the post. Students will be able to do the following: <ul style="list-style-type: none"> ● Students will answer a question in their journals and make sure all previous journal entries are finished. 	
Character Attributes	
<ul style="list-style-type: none"> ● Citizenship ● Integrity ● Respect ● Honesty ● Perseverance 	

[Type text]

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Develop mini formative assessments
- Develop a summative assessment to evaluate what students' have learned
- Create journal question each week that monitors student progress

Learning Activities:

- Contribute to discussion
- Complete formative assessments
- Complete summative assessment
- Complete journal entry

Assessments

Performance Task(s)

Other Evidence

[Type text]

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To conclude everything we have learned so far and tie it all together</p> <p>Role: Self</p> <p>Audience: Self, peers, and teacher</p> <p>Situation: Students will complete the required tasks to show mastery of this topic.</p> <p>Product or Performance: Students will conclude their journal writing</p> <p>Standards for Success: Students were able to complete the tasks</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Daily entries to journals ● Contribution to class discussion

Suggested Resources

- [Crumbles](#)
- [Netsmartz quiz](#)
- [Netsmartz Game](#)
- [Brainpop Video&Quiz](#)
- [Typing practice](#)
- [Sumo paint](#)
- [WeaveSilk](#)
- [HourofCode](#)
- [DollDivine](#)
- [Blabberize](#)
- [10 things to consider before you post!](#)

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New Milford Public Schools

Curriculum

Committee Member(s): Korin Santovasi, Jennifer Morrison Unit Title: Keyboarding	Course/Subject: Digital Citizenship Grade Level: 6th Grade # of Weeks: 10 (Meets once every 6 days)
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Students will understand that digital citizenship is an important life-long skill. ● Students will understand that being a fast typist is imperative to being a good digital citizen in today's world. ● Students will understand that faster typists are more productive workers. 	<ul style="list-style-type: none"> ● Why do I need to know how to type? ● Why do I need to know how to type fast? ● Why is it important to use all my fingers when I type? ● Why are faster typists more desirable in the workplace?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How and where to position their fingers on a keyboard. ● Why typing fast is important in the world today Students will be able to do the following: <ul style="list-style-type: none"> ● Complete a series of typing lessons from start to finish using the proper typing method. ● Complete online typing practice 	
Character Attributes	
<ul style="list-style-type: none"> ● Citizenship ● Integrity ● Respect 	

[Type text]

- Honesty
- Perseverance

Technology Competencies

- International Society for technology in Education (ISTE) Standard - Digital Citizen
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, ethical, and self-aware.

a) Students take advantage of the benefits of technology to seek, create, and share while also remaining physically and psychologically healthy.

b) Students actively cultivate a positive digital identity and reputation, engage in positive social interactions in virtual spaces and are aware of the permanence of their actions in the digital world.

c) Students foster a culture of respect for intellectual property, their own and others' by understanding the rights and obligations of using and sharing works.

d) Students recognize that data is collected and tracked as they navigate online; they proactively manage personal data to maintain digital privacy and security and are aware that automated personalization can reduce diversity of viewpoints and knowledge.

- Proposed ISTE Standards: Global Collaborator
 - Students lead and contribute to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- Proposed ISTE Standards: Creator and Communicator
 - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.

21st Century Skills: Uses technology as a tool to research, organize, evaluate, integrate, create, and communicate information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Create rubrics
- Develop mini formative assessments
- Develop a summative assessment to evaluate what students' have learned
- Create a new typing lesson each week that follows the step by step method

Learning Activities:

- Contribute to discussion
- Complete formative assessments
- Complete summative assessment
- Complete daily lesson

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Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: A series of typing lessons and online lessons</p> <p>Role: Self</p> <p>Audience: Self and teacher</p> <p>Situation: Students will complete the required tasks to show mastery of this topic.</p> <p>Product or Performance: Students will successfully complete a typing course from start to finish.</p> <p>Standards for Success: Students were able to complete the tasks</p>	<ul style="list-style-type: none"> ● Students will need to demonstrate the ability to work individually and cooperatively in groups. ● Students will develop a plan of work, setting goals and deadlines for various stages of the projects. ● Students will have to monitor and track their own work upkeep. ● Contribution to class discussion ● Completion of daily typing assessments
Suggested Resources	
<ul style="list-style-type: none"> ● typingclub.com ● typing.com ● dance mat typing ● nitrotype.com ● typingtest.com ● http://www.typing-lessons.org/ 	

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