



Kingsway Regional School District

Committed to Excellence

Course Name: Exploring the Digital World	Grade Level(s): Grade 7&8
Department: Library Media	Credits: NA
BOE Adoption Date: October 2019	Revision Dates:

Course Description and Outcomes

Digital media and technology are evolving at a rapid pace, bringing with them extraordinary opportunities as well as real risks for young people. Students are using the immense power of the Internet and mobile technologies to explore, connect, create and learn. The Digital Literacy course guides students in the use of 21st-century skills such as critical thinking, ethical discussion, media creation, and decision making in order to think critically, behave safely, and participate responsibly in a digital world. During this course, students will learn to safely interact with digital media and understand the potential of technology for learning. In addition, they will explore issues related to privacy and security, digital footprint, self-image and identity, copyright, relationships and communication, information literacy, cyberbullying and internet safety. More specifically, students will develop skills to become empowered learners, digital citizens, constructors of knowledge, innovative designers, computational thinkers, creative communicators, and global contributors.

Proficiencies and Pacing Guide:

Course Title: Exploring the Digital World

Prerequisite(s): None

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Unit 1: Digital Safety & Respect</p>	<p>6 weeks</p>	<p>ISTE 1a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>ISTE 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>ISTE 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>ISTE 4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p> <p>ISTE 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>ISTE 6d: Students publish or present</p>	<p>1. Students will be able to describe the uses of online resources, identify and use strategies to search for a credible online database, protect their online identity, identify and guard against cyberbullying, and understand their rights as a “creator” of content.</p>	<ul style="list-style-type: none"> ● Students will understand the 24/7, social nature of digital media. (DOK 1) ● Students will be able to explore their digital lives. (DOK 1) ● Students will understand that it is important to act responsibly when carrying out relationships over digital media.(DOK 4) ● Students will understand the importance of using a variety of search strategies. (DOK 3) ● Students will be able to use new strategies for effective and efficient online searches.(DOK 4) ● Students will be able to create and execute a five-step plan for conducting an online search.(DOK 4) ● Students will understand what identity theft is and why it is important to guard against it. (DOK 3) ● Students will be able to recognize strategies that scam artists use to access private information.(DOK 4)

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		<p>content that customizes the message and medium for their intended audiences.</p> <p>ISTE 7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>ISTE 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>		<ul style="list-style-type: none"> ● Students will be able to guard against phishing and identity theft.(DOK 4) ● Students will be able to reflect on what it means to be brave and stand up for others offline and online.(DOK 3) ● Students will be able to show empathy for those who have been cyberbullied.(DOK 4) ● Students will be able to generate multiple solutions for helping others when cyberbullying occurs.(DOK 4) ● Students will understand that copyright is a legal system that protects their rights to creative work. (DOK 3) ● Students will be able to compare different ways people license their copyrighted work.(DOK 3) ● Students will be able to create an original song, perform it in front of the class, and reflect on their copyright for the song. (DOK 4)
Unit 2: Digital Reading: Finding & Consuming	6 weeks	<p>ISTE 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>ISTE 2b: Students engage in positive,</p>	1. Student will evaluate their use of media, make informed decisions about their use of media and their identity on online platforms.	<ul style="list-style-type: none"> ● Students will be able to assess how much time they spend with media activities .(DOK 1) ● Students will be able to record and compare the time they spend with different forms of digital media

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		<p>safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>ISTE 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>ISTE 4a: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>ISTE 5a: Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p> <p>ISTE 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>ISTE 7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>		<p>(cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos).(DOK 1)</p> <ul style="list-style-type: none"> ● Students will be able to formulate a viewpoint on the role that digital media play in their lives.(DOK 2) ● Students will be able to consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities.(DOK 4) ● Students will understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.(DOK 2) ● Students will be able to brainstorm solutions to dilemmas creators might encounter.(DOK 2) ● Students will be able to describe positive aspects of online talking and messaging.(DOK 2) ● Students will be able to identify situations in which flirting and chatting become inappropriate and risky. (DOK 2) ● Students will understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.(DOK 4)

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				<ul style="list-style-type: none"> ● Students will be able to reflect on the benefits and risks of presenting their identities in different ways online.(DOK 4) ● Students will be able to evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.(DOK 2) ● Students will be able to analyze whether certain ways people present themselves online are harmless or harmful.(DOK 4) ● Students will be able to define gender stereotypes and their impact on people’s identities, both online and offline.(DOK 1) ● Students will be able to identify gender stereotypes in a virtual world for kids.(DOK 2) ● Students will be able to analyze opportunities and limitations for gender expression in virtual worlds (DOK 2)
Unit 3: Digital Collaboration	6 weeks	ISTE 1d: Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging	1. Students will be able to understand and evaluate their digital footprint as a consumer and creator online.	<ul style="list-style-type: none"> ● Students will understand that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.(DOK 2)

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		<p>technologies.</p> <p>ISTE 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>ISTE 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>ISTE 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p>ISTE 6d: Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>ISTE 7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>ISTE 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>		<ul style="list-style-type: none"> ● Students will recognize that people’s online information can be helpful or harmful to their reputation and image. (DOK 2) ● Students will be able to consider their own digital footprints and what they want those footprints to be like in the future. (DOK 4) ● Students will understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites. (DOK 3) ● Students will understand criteria that will help them evaluate websites. (DOK 1) ● Students will be able to apply the criteria to a site to determine how trustworthy and useful content on specific sites is. (DOK 1) ● Students will be able to reflect on their own impressions of digital drama.(DOK 4) ● Students will be able to compare underlying messages about drama on reality TV with “real world” digital drama among young teens.(DOK 2) ● Students will be able to think critically about the gender stereotypes associated (DOK 4)

