



# DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE

## Scope and Sequence for Grades 6-8

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# SAFETY AND SECURITY

## UNIT: Safety

Students explore the benefits and risks of online talk, learn to recognize inappropriate talk and the patterns of online predators, and apply strategies for safe online communication.

Students will:

- Describe positive aspects of online talking and messaging
- Identify situations in which online talk may be risky
- Learn to recognize the warning signs of online predators and feel empowered to deal with them

Lessons	Overview and Objectives	Activities	Components
<b>Safe Online Talk</b> <b>(6-8)</b>	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand that online flirting and sexual talk is risky</li> <li>• Learn how to identify and avoid unwanted online contact</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize warning signs for potential online predators</li> <li>• Analyze case studies about online interaction with strangers</li> </ul> <p><b>Extension:</b> Write a "Do" and "Don't" list of appropriate behaviors for using social networks and blogs.</p> <p><b>Homework:</b> Create "Stay Safe Online!" posters and put on display in the school</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Warning Signs Student Handout</li> <li>• Internet Traffic Light Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• Safe Online Talk Parent Tip Sheet</li> </ul>

Students learn to think critically about the information they share online. They learn to manage personal information, create strong passwords, and examine website privacy policies to understand how to keep their information safe and secure.

Students will:

- Learn the benefits and risks of sharing information online
- Create a strong password to protect and secure their information
- Understand the concept of online privacy, why companies collect information, and the purpose of privacy policies
- Feel empowered to keep their information safe and secure by applying critical-thinking strategies to identity protection

Lessons	Overview and Objectives	Activities	Components
<b>Strong Passwords</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn Do's and Don'ts for creating strong passwords and keeping them private</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze examples of passwords and suggest improvements</li> <li>• Create password tip posters for family and friends</li> </ul> <p><b>Extension:</b> Practice designing strong and weak passwords by creating one of each for a historical figure</p> <p><b>Homework:</b> Create a random password using arbitrary combinations of letters, numbers, and symbols; research random password generators online</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Password Tips Student Handout</li> <li>• Password Challenge Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• Security Parent Tip Sheet</li> <li>• Internet Safety for Middle Schoolers Parent Tip Sheet</li> <li>• <i>Internet Safety Tips for Middle School Video</i></li> </ul>
<b>Private and Personal Information</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Distinguish between different types of information that are safe or unsafe to share online</li> <li>• Recognize what type of identity information is safe or unsafe to share online</li> </ul>	<ul style="list-style-type: none"> <li>• Match the correct identify information to the kind of personal information or private information</li> <li>• Write a list of personal information that would be okay to share in a public online profile</li> </ul> <p><b>Extension:</b> Find websites that request information and classify it as either personally identifying or personal information</p> <p><b>Homework:</b> Teach family members about personal and private information, reflecting on how they keep their information secure</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Protect Yourself Student Handout</li> <li>• All About Me Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• Protecting and Respecting Privacy Parent Tip Sheet</li> </ul>
<b>What's the Big Deal About Internet Privacy?</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn and use online privacy terms</li> <li>• Understand how and why companies collect information about visitors to their websites</li> </ul>	<ul style="list-style-type: none"> <li>• Examine privacy policies on popular, kid-oriented websites</li> <li>• Design a privacy policy for a hypothetical website</li> </ul> <p><b>Extension:</b> Research and define the term "aggregate data" and then explain its significant for online advertising</p> <p><b>Homework:</b> Read and discuss the privacy policy of a favorite website with a family member</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• What's Private? Student Handout</li> </ul>

# DIGITAL CITIZENSHIP

## UNIT: Digital Life

In this introductory unit, students explore the role of digital media in their lives, their communities, and their culture, and learn how good digital citizens harness these tools responsibly.

Students will:

- Gain basic vocabulary and knowledge for discussing digital media, the Internet, and online life
- Explore the role digital media play in their lives by examining their own media habits and online activities
- Evaluate the perils and possibilities of digital life for themselves and their communities
- Learn that using digital media safely, responsibly, and respectfully is an important part of being a good digital citizen

Lessons	Overview and Objectives	Activities	Components
<b>Digital Life 101</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn about the 24/7, social nature of digital media</li> <li>• Explore their digital lives</li> <li>• Learn that it is important to act responsibly when carrying out relationships over digital media</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Digital Life 101</i></li> <li>• Create Similes about digital life</li> </ul> <p><b>Extension:</b> Turn similes into songs</p> <p><b>Homework:</b> Challenge parents in Got Media Smarts? quiz</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – Digital Life</i></li> <li>• My Media Life Is Like <input type="checkbox"/> Handout</li> <li>• Got Media Smarts? Quiz Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Digital Life Intro Video</i></li> <li>• Digital Life Parent Tip Sheet</li> </ul>
<b>My Media</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Assess how much time they spend with media activities</li> <li>• Record and compare the time they spend with different forms of digital media and in different activities</li> <li>• Formulate a viewpoint on the role that digital media play in their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss My Media Logs</li> <li>• Make My Media Bar Graphs</li> </ul>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• My Media Log Handout</li> <li>• My Media Bar Graph Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Healthy Media Diet Parent Tip Sheet</li> </ul>
<b>The Ups and Downs of Digital Life</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Articulate some of the positive and negative aspects of digital life</li> <li>• Determine different ways that media impact them, their friends and families, and society</li> <li>• Reflect on their use of digital media, especially those areas of digital life that can be most ethically charged</li> </ul>	<ul style="list-style-type: none"> <li>• Watch <i>Digital Life Video Vignettes – The Upsides and Downsides</i></li> <li>• Discuss ups and downs of our digital culture</li> </ul> <p><b>Extension:</b> Create podcast about digital media's impact set in 2020</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Digital Life Video Vignettes – The Upsides and Downsides</i></li> <li>• The Ups and Downs of Digital Life Discussion Guide</li> </ul>
<b>With Power Comes Responsibility</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Consider their responsibilities to their offline communities</li> <li>• Reflect on their responsibilities to their online communities</li> <li>• Learn that good digital citizens navigate the digital world responsibly and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Rings of Responsibility</li> <li>• Complete Rings of Responsibility Handout</li> <li>• Create a Word Web about digital citizenship</li> </ul> <p><b>Extension:</b> Create comic strip about digital citizenship</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Rings of Responsibility Handout</li> </ul>



## UNIT: Privacy and Digital Footprints

Students learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others.

Students will:

- Become aware of the digital footprint they leave online and reflect on the kind of personal information to share about themselves
- Celebrate a culture of sharing through digital media while considering some possible harmful effects of over-sharing
- Learn to respect the privacy of others online
- Develop privacy management skills and personal and community privacy codes of conduct

Lessons	Overview and Objectives	Activities	Components
<b>Trillion Dollar Footprint</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Learn 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</li> <li>• Recognize that people's online information can be helpful or harmful to their reputation</li> <li>• Consider their own digital footprints and what they want those footprints to be like in the future</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Privacy Intro Video – The Digital Footprint</i></li> <li>• Examine online profiles of two applicants to a fictional TV show and choose a host based on their digital footprints</li> </ul> <p><b>Extension:</b> Design future digital footprints for themselves by writing online search results</p> <p><b>Homework:</b> Analyze Candidate Profiles with parents</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – The Digital Footprint</i></li> <li>• Choose a Candidate Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Privacy Intro Video</i></li> <li>• <i>Protecting and Respecting Privacy Parent Tip Sheet</i></li> </ul>
<b>Oops! I Broadcast It on the Internet</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify some of the benefits of sharing information online</li> <li>• Reflect on the risks of sharing inappropriate information (over-sharing) online</li> <li>• Think critically about how they will minimize over-sharing online</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignettes – Eva and Brittney's Stories</i></li> <li>• Role-play and discuss case studies about over-sharing</li> </ul> <p><b>Extension:</b> Make video vignettes of privacy dilemmas</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Privacy Student Video Vignettes – Eva and Brittney's Stories</i></li> <li>• <i>Privacy Student Discussion Guide</i></li> </ul>
<b>Secret Sharer</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Learn that it is the responsibility of digital media users to respect the privacy of others online</li> <li>• Understand how putting information about others online could compromise their own safety, reputation, or relationships</li> <li>• Generate ideas about how to respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze case studies about compromising other people's privacy</li> <li>• Debate thornier issues of case studies</li> </ul> <p><b>Extension:</b> Analyze the Bloggers' Code of Ethics</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Privacy of Others Handout</i></li> </ul>
<b>Top Secret</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Judge when sharing online crosses the line to over-sharing</li> <li>• Explore the responsibility one has to keep information private</li> <li>• Discuss what role parents and teachers should have in students' online lives</li> </ul>	<ul style="list-style-type: none"> <li>• Play online interactive</li> <li>• Discuss major privacy issues that arise in interactive</li> </ul>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Top Secret</i> online interactive</li> <li>• <i>Story Transcript Handout</i></li> </ul>





## UNIT: Connected Culture

Students explore the ethics of online relationships — both the negative behaviors to avoid, such as cyberbullying and hate speech, and the positive behaviors that support collaboration and community.

Students will:

- Recognize that different audiences require different types of communication and online etiquette
- Learn to identify, respond to, and limit the negative impact of cyberbullying and other unethical or harmful online behaviors
- Consider ways to create positive online communities rooted in trust and respect

Lessons	Overview and Objectives	Activities	Components
<b>Chart It</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Be able to imagine the motivations, feelings, and intentions of others online</li> <li>• Debate the level of harm and intentionality involved in online exchanges</li> <li>• Propose constructive solutions to online inter-personal dilemmas that exemplify ethical behavior</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Our Connected Culture</i></li> <li>• Participate in life-sized Ethics Chart</li> </ul> <p><b>Extension:</b> Invent Chart It scenarios <b>Homework:</b> Plot Chart It scenarios with parents</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – Our Connected Culture</i></li> <li>• You Chart It Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Connected Culture Intro Video</i></li> <li>• Connected Culture Parent Tip Sheet</li> </ul>
<b>What’s Cyberbullying?</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Empathize with the targets of cyberbullying</li> <li>• Recognize key similarities and differences between bullying and cyberbullying</li> <li>• Identify strategies for dealing with cyberbullying responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Make chart comparing bullying with cyberbullying</li> <li>• Read cyberbullying story and identify players and feelings</li> </ul> <p><b>Extension:</b> Write email advice to cyberbullied student</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• That’s Cyberbullying Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Cyberbullying Parent Tip Sheet</li> </ul>
<b>Cyberbullying: Crossing the Line</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Analyze offensive online behavior that could be considered to cross the line</li> <li>• Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing</li> <li>• Adopt the point of view of teens who have been cyberbullied, and offer solutions</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette – Stacey’s Story</i></li> <li>• Discuss video vignettes and related case studies</li> </ul> <p><b>Extension:</b> Brainstorm ideas for cyberbullying reporting system</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette – Stacy’s Story</i></li> <li>• Student Discussion Guide</li> </ul>
<b>Cyberbullying: Be Upstanding</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Reflect on what it means to be brave and stand up for others offline and online</li> <li>• Show empathy for those who have been cyberbullied</li> <li>• Generate multiple solutions for helping others when cyberbullying occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Turn cyberbullying bystander stories into upstander stories</li> <li>• Create diagram of cyberbullying players</li> </ul> <p><b>Extension:</b> Create Cyberbullying Survival Guide</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Why Care? Handout</li> </ul>



Lessons	Overview and Objectives	Activities	Components
<p><b>Build Your Ideal Community</b> (6-8)</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify core principles of healthy online communities</li> <li>• Analyze the positive individual and community practices for building community online</li> <li>• Establish guidelines and norms for building ethical online communities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about Whyville best practices and policies</li> <li>• Create an online community charter</li> </ul> <p><b>Extension:</b> Make Word Cloud about online community</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• You Build It Handout</li> </ul>
<p><b>Forms and Norms</b> (6-8)</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Learn how to effectively analyze online communications (form, audience, and purpose)</li> <li>• Recognize that not understanding the forms and norms of online communication can lead to misunderstandings and even ill will</li> <li>• Be able to modify their forms and norms of communication depending on the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play norms of communication</li> <li>• Analyze forms and norms transcripts</li> <li>• Adapt transcripts for a new audience</li> </ul> <p><b>Extension:</b> Translate common text for adults</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Mystery Transcript Handout</li> </ul>



## UNIT: Self-Expression and Identity

Students explore their online versus their offline identity. Students learn how they present themselves online can affect their relationships, sense of self, and reputations.

Students will:

- Understand how anonymity impacts the way people explore and express different aspects of their personality online
- Consider the motivations, benefits, and potential harms to oneself and others of assuming an online identity that is different than one's offline self

Lessons	Overview and Objectives	Activities	Components
<b>Your Online Self (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify the unique characteristics that make up who they are, both online and offline</li> <li>• Recognize that they have choices about how they present themselves to others on the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Self-Expression and Identity</i></li> <li>• Diagram the differences between their online and offline personas</li> </ul> <p><b>Extension:</b> Design an online profile for a partner on a piece of paper</p> <p><b>Homework:</b> Design a personal profile on a paper [website]</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video –Reputation and Self-Expression Intro Video</i></li> <li>• Offline/Online Me Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Reputation and Self-Expression Parent/Teacher Intro Video</li> <li>• Self-Expression &amp; Identity Parent Tip Sheet</li> </ul>
<b>Which Me Should I Be? (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify the motivations, benefits, and risks associated with presenting their identities in different ways online.</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette: Henry’s Story</i></li> <li>• Analyze ethical dilemmas about online self-presentation</li> </ul> <p><b>Extension:</b> Write case studies to extend the Take a Stand class activity</p> <p><b>Homework:</b> Design a personal profile on a paper [website]</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette—Henry’s Story</i></li> <li>• Take a Stand Student Handout</li> </ul>





# UNIT: Respecting Creative Work

Students learn about their rights and responsibilities as 21st-century creative artists, and the ethics of using creative work from others. They explore topics ranging from copyright to fair use.

Students will:

- Learn about the importance of copyright law, fair use and the public domain, and their rights as owners and users
- Consider the differences between sharing creative works ethically and legally, and pirating, plagiarizing, illegal downloading, and digital cheating
- Explore different models for getting attribution for their own creative work
- Learn that giving other people credit for their contribution is a sign of respect

Lessons	Overview and Objectives	Activities	Components
<b>A Creator's Rights (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of copyright, fair use, and the rights they have as creators</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Credit for Creative Work</i></li> <li>• Explore copyright history of ☐Happy Birthday☐</li> <li>• Create an original happy birthday song</li> </ul> <p><b>Extension:</b> Become copyright detectives and explore Creative Commons licensing</p> <p><b>Homework:</b> Apply knowledge of copyright to a movie</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – Respecting Creative Work</i></li> <li>• 411 Creators Student Handout</li> <li>• The Truth About ☐Happy Birthday☐ Student Handout</li> <li>• Copyright Detectives Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Respecting Creative Work Intro Video</i></li> <li>• Respecting Creative Work Parent Tip Sheet</li> </ul>
<b>A Creator's Responsibilities (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Reflect on their responsibilities as creators and users of creative work</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette: Nicole's Story</i></li> <li>• Read case studies and discuss ethical challenges</li> <li>• Use Ask, Acknowledge, Add Value model</li> </ul> <p><b>Extension:</b> Role play ethical dilemmas about respecting creative work</p> <p><b>Homework:</b> Interview family members using student discussion guide</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette—Nicole's Story</i></li> <li>• Respecting Creative Work Student Discussion Guides</li> </ul>
<b>Rework, Reuse, Remix (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Expand their understanding of fair use and apply their knowledge to case studies</li> <li>• Create an original work of fair use</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette: Henry's Story</i></li> <li>• Fill out Four Points of Fair Use Student Handout</li> <li>• Apply the four points of fair use to two case studies</li> <li>• Create an original work of fair use</li> </ul> <p><b>Homework:</b> Show collage or video remix to family members and point out examples of fair use</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette—Henry's Story</i></li> <li>• Four Points of Fair Use Student Handout</li> </ul>

# RESEARCH AND INFORMATION LITERACY

## UNIT: Searching

Students learn that different genres of search sites have different attributes and capabilities. They will also develop strategies to increase the accuracy of their keyword searches.

Students will:

- Understand the differences between search engines, directories, and meta-search engines
- Refine their online searches by using multiple words, synonyms, and alternative words and phrases

Lessons	Overview and Objectives	Activities	Components
<b>Crawling the Web</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand the differences between search engines, directories, and meta-search engines</li> <li>• Assess when it is beneficial to use one search site genre over another</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how search engines, directories, and meta-search engines function</li> <li>• Test out the differences between search engines, directories, and meta-search engines online</li> </ul> <p><b>Extension:</b> Step into the shoes of a directory editor and examine search results</p> <p><b>Homework:</b> Draw a three-part diagram that shows how search engines work</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Three-Way Search Student Handout</li> <li>• Compare Your Hits Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• Smart Searching Online Parent Tip Sheet</li> </ul>
<b>The Key to Keywords</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Devise online search strategies to find information, using multiple keywords, synonyms, and alternative words and phrases.</li> <li>• Experiment with different keyword searches and compare their results</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about keyword searching using a command and fetch metaphor</li> <li>• Answer trivia questions by searching the Web with different keywords</li> </ul> <p><b>Extension:</b> Find songs online using bits and pieces of lyrics and smart keyword searching</p> <p><b>Homework:</b> Evaluate the ease of finding information online without using precise keywords</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Fetch! Student Handout</li> <li>• Doggy Data Student Handout</li> </ul>



## UNIT: Research and Evaluation

Students learn they must navigate websites with a critical eye for quality and stickiness. Equipped with evaluation strategies, students will also learn how to correctly cite online sources.

Students will:

- Learn and apply evaluation strategies to a site to determine how trustworthy and useful it is
- Learn how to correctly cite multiple types of online sources
- Consider ulterior marketing motives integrated into engaging websites

Lessons	Overview and Objectives	Activities	Components
<b>Identifying High-Quality Sites</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand that not all sites are trustworthy sources of information</li> <li>• Learn how to assess the quality of websites</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the quality of sites using the Website Test</li> </ul> <p><b>Extension:</b> Find quality sites for a Math Homework Help project</p> <p><b>Homework:</b> Write a short research paper; compare and contrast the quality of Web sources used</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Test Before You Trust Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Wikipedia Tips Parent Video</i></li> <li>• Research and Evaluation Parent Tip Sheet</li> </ul>
<b>How to Cite a Site</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn the correct format for a correct bibliographical online citation</li> <li>• Create bibliography citations for three types of online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Form accurate citations for online newspaper and magazine articles, professional sites, and reference sites</li> </ul> <p><b>Extension:</b> Collaboratively make a bibliography on any theme</p> <p><b>Homework:</b> Create citations for books and compare with citations for online sources</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Citing Online Sources Student Handout</li> <li>• Cite Your Site Student vHandout</li> </ul>
<b>Sticky Sites</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand the meaning of a sticky site</li> <li>• Recognize marketing intentions of sticky sites</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze sticky sites using the Three Cs recipe model</li> </ul> <p><b>Extension:</b> Choose a product and out-line a sticky site home page that would try to sell it</p> <p><b>Homework:</b> Step into the shoes of an advertiser and design a sticky site that would attract a friend</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Recipe for a Sticky Site Student Handout</li> </ul>