Peer to Peer Digital and Technology Skills

Unit 1 (Privacy and Security)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Use message clues to identify examples of phishing.	How are you protecting yourself from phishing?	Students will be able to know when an email/ message/ link is a verified message or scam link. Students will be able to understand how someone can steal their information.	SWBAT compare and contrast identity theft with other kinds of theft. SWBAT describe different ways that identity theft can occur online. SWBAT uses message clues to identify examples of phishing.	Online Videos Worksheets Social Stories	Private Information Identity Theft Phishing Internet Scam Shortened URL	L.6.1, L.6.2, L.6.3, L.6.4, L.6.6, RI.6.1, RI.6.10, RI.6.4, RI.6.5, RI.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.10, W.6.4, W.6.8, W.6.9, L.6.2.B, L.6.3.A, L.6.3.B
10 days	Help students learn about their digital	How can you protect your privacy when	Students will be aware of different online	SWBAT reflect on the concept of privacy,	Online Videos Worksheets Social Stories	Cookies Privacy	L.8.1, L.8.2, L.8.2c, L.8.3, L.8.4, L.8.6, RI.8.1, RI.8.10, RI.8.2, RI.8.4, SL.8.1, SL.8.1a, SL.8.1b,

	footprint and	you're	situations and	including what			SL.8.1c, SL.8.1d, SL.8.2,
	the steps they	online?	how to handle	they feel		Privacy	SL.8.3, SL.8.4, SL.8.6,
	can take to	orinine:	the situation in	comfortable		Settings	W.8.10, W.8.4
	shape what		an appropriate	sharing and		Settings	
	others can see		way.	with which		Privacy Policy	
	about them		way.	people.		Frivacy Folicy	
	online.			people.		Terms of	
	Offilitie.			SWBAT analyzes		service	
				different ways		Service	
				that advertisers		Opt Out	
				collect		Opt Out	
				information			
				about users to send them			
				targeted ads.			
				SWBAT			
				identifies			
				strategies for			
				protecting their			
				privacy,			
				including opting			
				out of specific			
				features and			
				analyzing app or			
				website privacy			
F dove	I do notify (\A/la at multiple and	Ct. dontoill	policies.	Online Wide ee	Facial	L.9-10.1, L.9-10.3,
5 days	Identify	What privacy	Students will	SWBAT	Online Videos	Facial	L.9-10.1, L.9-10.3, L.9-10.4, L.9-10.6,
	important	risks do new	consider the	Identifies	Worksheets	Recognition	RH.9-10.1, RH.9-10.10,
	benefits and	technologies	benefits and	important	Social Stories		RH.9-10.2, RH.9-10.4,
	privacy risks	present,	drawbacks of	benefits and			RH.9-10.7, RH.9-10.8,

	that new	and how do	these new	privacy risks			RH.9-10.9, RI.9-10.1,
	technologies	we decide if	technologies	that new			RI.9-10.10, RI.9-10.2,
	present.	they're worth	and decide	technologies			RI.9-10.4, RI.9-10.8,
		it?	whether they're	present.			SL.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d,
	Decide		ultimately	P. 666			SL.9-10.1c, SL.9-10.1d, SL.9-10.2, SL.9-10.4,
	whether or		worth it.	SWBAT Decide			SL.9-10.5, SL.9-10.6,
	not the			whether or not			W.9-10.10, W.9-10.2,
	benefits of			the benefits of			W.9-10.4, W.9-10.8,
	new			new			WHST.9-10.10, WHST.9-10.4,
	technologies			technologies			WHST.9-10.6,
	outweigh their			outweigh their			WHST.9-10.8
	privacy risks.			privacy risks.			
	privacy risks:			privacy rions:			
	Decide			SWBAT Use the			
	whether or			Take a Stand			
	not the			thinking routine			
	benefits of			to consider both			
	new			the benefits and			
	technologies			the risks of new			
	outweigh their			technologies.			
	privacy risks.			_			
5 Days	Identify the	Should the		SWBAT Identify	Online Videos	Surveillance	L.11-12.1, L.11-12.3,
	pros and cons	government		the pros and	Worksheets		L.11-12.4, L.11-12.6,
	of schools	have access		cons of schools	Social Stories	Fourth	RH.11-12.1, RH.11-12.10,
	having access	to all your		having access to		Amendment	RH.11-12.10, RH.11-12.2, RH.11-12.4,
	to students'	social media		students' social			RH.11-12.7, RH.11-12.8,
	social media.	and cell		media.			RH.11-12.9, RI.11-12.1,
		phone data?					RI.11-12.10, RI.11-12.2,
	Identify the			SWBAT Describe			RI.11-12.4, RI.11-12.7,
	pros and cons			the concerns			SL.11-12.1, SL.11-12.1a, SL.11-12.1b,
	of schools			related to			SL.11-12.1c,

5 Days	Reflect on reasons why people might create fake	What are the reasons someone might have	Students will be able to identify when a social media account	SWBAT Reflect on reasons why people might create fake	Online Videos Worksheets Social Stories	Anonymous Affinity Group	L.6.1, L.6.2, L.6.3, L.6.4 L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1,
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
			Unit 2 (Di	gital Footprint a	and Security)		
				position with reasons and examples.			
	examples.			phone data, and support that			
	reasons and			media and cell			
	position with			access to social			
	data, and support that			against government			
	and cell phone			a position for or			
	social media			SWBAT Choose			
	government access to			privacy.			WHST.11-12.8
	against			speech and			WHST.11-12.10, WHST.11-12.4,
	position for or			related to free			WHST.11-12.1b,
	Choose a			including those			WHST.11-12.1a,
	Joeiai meaia.			phone data,			W.11-12.4, W.11-12.7, W.11-12.8,
	social media.			access to social media and cell			W.11-12.1, W.11-12.10
	having access to students'			government			SL.11-12.1d, SL.11-12.3 SL.11-12.4, SL.11-12.6,

social media

accounts.

for creating a

fake social

is an authentic

W.6.1a, W.6.1b, W.6.1c,

Curate

	social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts.	media account (i.e., a "finsta")? Why post messages or images only to certain people or post them anonymously? What are the benefits and drawbacks of presenting yourself in different	account or a fake account.	SWBAT Identify the possible results of posting from a fake social media account. SWBAT Debate the benefits and drawbacks of posting from multiple accounts.		Finsta	W.6.10, W.6.4, W.6.8, L.6.2.B, L.6.3.A, L.6.3.B
10 Days	Identify reasons for using social media and the challenges that often come along with it. Reflect on the responsibilitie	ways online? How does using social media affect our digital footprint?	Students will learn and understand the consequences of making decisions online and the effects they can have on their lives.	SWBAT Identifies reasons for using social media and the challenges that often come along with it. SWBAT Reflect on what responsibilities	Online Videos Worksheets Social Stories	Digital Footprint Oversharing	L.8.1, L.8.3, L.8.6, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6, W.8.10, W.8.4, W.8.9

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	s they have			they have			
	that are			related to digital			
	related to			footprints—bot			
	digital			h their own and			
	footprints			others'—when			
	both their			using social			
	own and			media.			
	others'						
	when they're			SWBAT Identify			
	using social			ways to make			
	media.			the most of			
				social media			
	Identify ways			while still caring			
	to make the			for the digital			
	most of social			footprints of			
	media while			themselves and			
	still caring for			others.			
	the digital			otricis.			
	footprints of						
	themselves						
- 1	and others.		6	CVA/DAT D 'I			1010110103
5 days	Describe how	How can I	Students will	SWBAT Describe	Online Videos	curate	L.9-10.1, L.9-10.3, L.9-10.4, L.9-10.6,
	their curated	create a	learn how	how their	Worksheets		RH.9-10.1, RH.9-10.10,
	self may or	social media	social media	curated self may	Social Stories		RH.9-10.2, RH.9-10.4,
	may not	presence	gives us a	or may not			RH.9-10.7, RH.9-10.9,
	represent	that	chance to	represent their			RI.9-10.1, RI.9-10.10,
	their real self.	represents	choose how we	real self.			RI.9-10.2, RI.9-10.4,
		the real me?	present				SL.9-10.1, SL.9-10.1a,
	Analyze the		ourselves to the	SWBAT Analyze			SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.2,
	benefits and		world.	the benefits and			SL.9-10.3, SL.9-10.4,
	drawbacks of			drawbacks of			SL.9-10.5, SL.9-10.6,

	representing different parts of their real self online. Create an avatar that represents both their real and curated selves.			representing different parts of their real self online. SWBAT Create an avatar that represents both their real and curated selves.			W.9-10.10, W.9-10.4, W.9-10.8, WHST.9-10.10, WHST.9-10.4, WHST.9-10.6, WHST.9-10.8
5 Days	Define civil discourse and identify why it can be challenging on the internet. Analyze resources to identify the causes and effects of uncivil online discourse. Learn strategies for civil discourse and apply them to a	How can we communicate with civility online?	Students will understand how to communicate online, while differing opinions, and stay civil and calm.	SWBAT Define civil discourse and identify why it can be challenging on the internet. SWBAT Analyze resources to identify the causes and effects of uncivil online discourse. SWBAT Learn strategies for civil discourse and apply them to a scenario	Online Videos Worksheets Social Stories	Civil Disclosure Trolling	L.11-12.1, L.11-12.3, L.11-12.4, L.11-12.6, RH.11-12.10, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7, RI.11-12.1, RI.11-12.10, RI.11-12.2, RI.11-12.14, RI.11-12.7, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.4, SL.11-12.2, W.11-12.9, W.11-12.7, W.11-12.9, W.11-12.7, W.11-12.8, WHST.11-12.10, WHST.11-12.7, WHST.11-12.7,

	scenario involving uncivil discourse.			involving uncivil discourse.			
			Unit 3 (Rela	tionships and Co	ommunication)		
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and use the Feelings & Options	How do you chat safely with people you meet online?	Students will be able to identify when a situation has become dangerous. Students will be able to chat safely online.	SWBAT reflects on reasons why people might create fake social media accounts. SWBAT identifies the possible results of posting from a fake social media account. SWBAT debate the benefits and drawbacks of posting from multiple accounts.	Online Videos Worksheets Social Stories	Private Information Red Flag Feeling Inappropriate Risky	L.6.6, RI.6.1, RI.6.10, RI.6.4, RI.6.7, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.10, W.6.4

	thinking routine to respond to them.						
5 Days	Compare the risks and benefits of self-disclosure in relationships. Identify the risks and potential consequences of sexting. Use the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.	What are the risks and potential consequence s of sexting?	Students will understand the risk and consequences of sharing personal information online and what to do when you are feeling pressured in a situation.	SWBAT Compare the risks and benefits of self-disclosure in relationships. SWBAT Compare the risks and benefits of self-disclosure in relationships. SWBAT Use the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.	Online Videos Worksheets Social Stories	self-disclosure sexting red flag feeling	L.8.1, L.8.2, L.8.2c, L.8.3, L.8.4, L.8.6, RI.8.1, RI.8.10, RI.8.2, RI.8.4, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6, W.8.10, W.8.4
5 Days	Reflect on how their relationships	How can I make sure my	Students will take the first step toward	SWBAT Reflect on how our relationships	Online Videos Worksheets Social Stories	Red flag feeling	L.9-10.1, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, RH.9-10.1, RH.9-10.10, RH.9-10.2,

			I		1		D
	are affected	relationships	building healthy	are affected by			RH.9-10.4, RH.9-10.7,
	by devices and	are healthy	and rewarding	devices and the			RH.9-10.8, RH.9-10.9,
	the internet.	and positive?	friendships and	internet.			RI.9-10.1, RI.9-10.10, RI.9-10.2, RI.9-10.4,
			romantic				RI.9-10.6, RI.9-10.8,
	Identify the		relationships,	SWBAT identify			SL.9-10.1, SL.9-10.1a,
	qualities of		both online and	the qualities of			SL.9-10.1b, SL.9-10.1c,
	1 '		off.				SL.9-10.1d, SL.9-10.2,
	healthy and		OII.	healthy and			SL.9-10.3, SL.9-10.4,
	rewarding			rewarding			SL.9-10.5, SL.9-10.6,
	relationships.			relationships.			W.9-10.1, W.9-10.10,
							W.9-10.4, W.9-10.8,
	Use the			SWBAT Use the			WHST.9-10.10,
	Feelings &			Feelings &			WHST.9-10.4,
	Options			Options			WHST.9-10.6,
	thinking			thinking routine			WHST.9-10.8
	routine to			to brainstorm			
	brainstorm			strategies for			
	strategies for			navigating			
	navigating			challenging			
	challenging			relationships.			
	relationships.						
5 Days	Define civil	How can we	Students talk	SWBAT Define	Online Videos	Civil Discourse	L.11-12.1, L.11-12.3,
	discourse and	communicate	about their	civil discourse	Worksheets		L.11-12.4, L.11-12.6,
	identify why it	with civility	personal beliefs	and identify	Social Stories	Trolling	RH.11-12.1,
	can be	online?	and politics.	why it can be		_	RH.11-12.10, RH.11-12.2, RH.11-12.3,
	challenging on		Discuss	challenging on			RH.11-12.4, RH.11-12.7,
	the internet.		disagreements	the internet.			RI.11-12.1, RI.11-12.10,
			civilly so their	are interrict.			RI.11-12.2, RI.11-12.4,
	Apalyzo		ideas will be	CM/DAT Apply			RI.11-12.7, SL.11-12.1,
	Analyze			SWBAT Analyze			SL.11-12.1a,
	resources to		heard and so	resources to			SL.11-12.1b,
	identify the		they can	identify the			SL.11-12.1c,
	causes and		advocate for	causes and			SL.11-12.1d, SL.11-12.2,
							SL.11-12.4, SL.11-12.6,

	effects of uncivil online discourse. Learn strategies for civil discourse and apply them to a scenario involving uncivil discourse.		positive change.	effects of uncivil online discourse. SWBAT Learn strategies for civil discourse and apply them to a scenario involving uncivil discourse.			W.11-12.10, W.11-12.2, W.11-12.4, W.11-12.8, W.11-12.8, WHST.11-12.10, WHST.11-12.4, WHST.11-12.7, WHST.11-12.8
	civil discourse and apply them to a scenario involving uncivil		Linit /	civil discourse and apply them to a scenario involving uncivil	, Hata Speech)		WHST.11-12.8
Estimated Unit Time Frames 5 Days	Big Ideas Reflect on	Essential Questions How can we	Concepts (Know)	Competencies (Do) SWBAT reflects	Lessons/ Suggested Resources Online Videos	Vocabulary Digital Drama	Standards/ Eligible Content L.6.1, L.6.2, L.6.3,

	with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.			SWBAT Reflect on how digital drama can affect not only oneself but also those around us.			L.6.2.B, L.6.3.A, L.6.3.B
5 Days	Examine and respond to a piece of artwork about the power of technology. Analyze an online hate speech dilemma using the Feelings & Options steps. Identify specific actions to	How should you respond to online hate speech?	Students will learn how to respond to negative comments online.	SWBAT Examine and respond to a piece of artwork about the power of technology. SWBAT Analyze an online hate speech dilemma using the Feelings & Options steps. SWBAT Analyze an online hate speech dilemma	Online Videos Worksheets Social Stories	Cyberbullying Anonymous Hate speech	L.8.1, L.8.2, L.8.2c, L.8.3, L.8.4, L.8.6, RI.8.1, RI.8.10, RI.8.2, RI.8.3, RI.8.4, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6, W.8.10, W.8.4

5 Days	positively affect a situation involving hate speech. Describe the	How can we	Students will	using the Feelings & Options steps. SWBAT Describe	Online Videos	Hate Speech	L.9-10.1, L.9-10.3,
	relationship between hate speech and xenophobia. Analyze how the internet has contributed to an increase in hate speech and extremist views. Describe one way to use the internet to combat one type of hate speech.	counter online hate speech and xenophobia?	recognize the challenge of xenophobia and find strategies for navigating content online.	the relationship between hate speech and xenophobia. SWBAT Analyze how the internet has contributed to an increase in hate speech and extremist views. SWBAT Describe one way to use the internet to combat one type of hate speech.	Worksheets Social Stories	Counterspeec h Extremism xenophobia	L.9-10.4, L.9-10.6, RH.9-10.1, RH.9-10.10, RH.9-10.2, RH.9-10.4, RH.9-10.7, RH.9-10.9, RI.9-10.1, RI.9-10.10, RI.9-10.2, RI.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6, W.9-10.10, W.9-10.2, W.9-10.4, W.9-10.8, WHST.9-10.10, WHST.9-10.6, WHST.9-10.6, WHST.9-10.6,
5 Days	Reflect on whether hate speech is considered free speech.	What should the consequence s for	Students will think through the importance of both respect	SWBAT Reflect on whether hate speech is considered free speech.	Online Videos Worksheets Social Stories	Hate Speech Freedom of speech	L.11-12.1, L.11-12.3, L.11-12.4, L.11-12.6, RH.11-12.1, RH.11-12.10, RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.8,

	online hate	for others and			RH.11-12.9, RI.11-12.1,
Identify the	speech be?	free speech.	SWBAT Identify		RI.11-12.10, RI.11-12.2,
reasons for	'		the reasons for		RI.11-12.4, RI.11-12.7,
and against			and against		SL.11-12.1, SL.11-12.1a,
1 1			1		SL.11-12.1b,
regulating			regulating		SL.11-12.1c,
online hate			online hate		SL.11-12.1d, SL.11-12.2,
speech.			speech.		SL.11-12.4, SL.11-12.6,
					W.11-12.10, W.11-12.2,
l lisa da T ala a			CIA/DATIL		W.11-12.4, W.11-12.7,
Use the Take a			SWBAT Use the		W.11-12.8,
Stand thinking			Take a Stand		WHST.11-12.10,
routine to			thinking routine		WHST.11-12.4,
consider the			to consider		WHST.11-12.7,
potential			the potential		WHST.11-12.8
1 '			consequences of		
consequences			online hate		
of online hate	1		speech.		
speech.			Specen.		