

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	<p>Compare and contrast identity theft with other kinds of theft.</p> <p>Describe different ways that identity theft can occur online.</p> <p>Use message clues to identify examples of phishing.</p>	How are you protecting yourself from phishing?	<p>Students will be able to know when an email/ message/ link is a verified message or scam link.</p> <p>Students will be able to understand how someone can steal their information.</p>	<p>SWBAT compare and contrast identity theft with other kinds of theft.</p> <p>SWBAT describe different ways that identity theft can occur online.</p> <p>SWBAT uses message clues to identify examples of phishing.</p>	<p>Online Videos</p> <p>Worksheets</p> <p>Social Stories</p>	<p>Private Information</p> <p>Identity Theft</p> <p>Phishing</p> <p>Internet Scam</p> <p>Shortened URL</p>	<p>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</p>
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,	<p>Online Videos</p> <p>Worksheets</p> <p>Social Stories</p>	<p>Cookies</p> <p>Privacy</p>	<p>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,</p>

	<p>footprint and the steps they can take to shape what others can see about them online.</p>	<p>you're online?</p>	<p>situations and how to handle the situation in an appropriate way.</p>	<p>including what they feel comfortable sharing and with which people.</p> <p>SWBAT analyzes different ways that advertisers collect information about users to send them targeted ads.</p> <p>SWBAT identifies strategies for protecting their privacy, including opting out of specific features and analyzing app or website privacy policies.</p>		<p>Privacy Settings</p> <p>Privacy Policy</p> <p>Terms of service</p> <p>Opt Out</p>	<p>SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6, W.8.10, W.8.4</p>
5 days	<p>Identify important benefits and privacy risks</p>	<p>What privacy risks do new technologies present,</p>	<p>Students will consider the benefits and drawbacks of</p>	<p>SWBAT Identifies important benefits and</p>	<p>Online Videos Worksheets Social Stories</p>	<p>Facial Recognition</p>	<p>L.9-10.1, L.9-10.3, 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.9-10.8,</p>

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

	<p>having access to students' social media.</p> <p>Choose a position for or against government access to social media and cell phone data, and support that position with reasons and examples.</p>			<p>government access to social media and cell phone data, including those related to free speech and privacy.</p> <p>SWBAT Choose a position for or against government access to social media and cell phone data, and support that position with reasons and examples.</p>			<p>SL.11-12.1d, SL.11-12.2, SL.11-12.4, SL.11-12.6, W.11-12.1, W.11-12.10, W.11-12.4, W.11-12.7, W.11-12.8, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.10, WHST.11-12.4, WHST.11-12.8</p>
Unit 2 (Digital Footprint and Security)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	Reflect on reasons why people might create fake	What are the reasons someone might have for creating a fake social	Students will be able to identify when a social media account is an authentic	SWBAT Reflect on reasons why people might create fake social media accounts.	Online Videos Worksheets Social Stories	<p>Anonymous</p> <p>Affinity Group</p> <p>Curate</p>	<p>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, W.6.1a, W.6.1b, W.6.1c,</p>

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

	<p>s they have that are related to digital footprints -- both their own and others' -- when they're using social media.</p> <p>Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.</p>			<p>they have related to digital footprints—both their own and others'—when using social media.</p> <p>SWBAT Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.</p>			
5 days	<p>Describe how their curated self may or may not represent their real self.</p> <p>Analyze the benefits and drawbacks of</p>	How can I create a social media presence that represents the real me?	Students will learn how social media gives us a chance to choose how we present ourselves to the world.	<p>SWBAT Describe how their curated self may or may not represent their real self.</p> <p>SWBAT Analyze the benefits and drawbacks of</p>	Online Videos Worksheets Social Stories	curate	<p>L.9-10.1, L.9-10.3, 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.9-10.4, SL.9-10.1, SL.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,</p>

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

	scenario involving uncivil discourse.			involving uncivil discourse.			
Unit 3 (Relationships and Communication)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	<p>Analyze how well they know the people they interact with online.</p> <p>Reflect on what information is safe to share with different types of online friends.</p> <p>Learn to recognize red flag feelings and use the Feelings & Options</p>	How do you chat safely with people you meet online?	<p>Students will be able to identify when a situation has become dangerous.</p> <p>Students will be able to chat safely online.</p>	<p>SWBAT reflects on reasons why people might create fake social media accounts.</p> <p>SWBAT identifies the possible results of posting from a fake social media account.</p> <p>SWBAT debate the benefits and drawbacks of posting from multiple accounts.</p>	<p>Online Videos</p> <p>Worksheets</p> <p>Social Stories</p>	<p>Private Information</p> <p>Red Flag Feeling</p> <p>Inappropriate</p> <p>Risky</p>	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	<p>Compare the risks and benefits of self-disclosure in relationships.</p> <p>Identify the risks and potential consequences of sexting.</p> <p>Use the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.</p>	What are the risks and potential consequences 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.	<p>SWBAT Compare the risks and benefits of self-disclosure in relationships.</p> <p>SWBAT Compare the risks and benefits of self-disclosure in relationships.</p> <p>SWBAT Use the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.</p>	Online Videos Worksheets Social Stories	<p>self-disclosure</p> <p>sexting</p> <p>red flag feeling</p>	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,

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

	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.11-12.7, W.11-12.8, WHST.11-12.10, WHST.11-12.4, WHST.11-12.7, WHST.11-12.8
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Unit 4 (Cyberbullying & Hate Speech)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 Days	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing	How can we de-escalate digital drama so it doesn't go too far?	Students will know the signs of a situation that is becoming escalated.	SWBAT reflects on how easily drama can escalate online. SWBAT identifies de-escalation strategies for dealing with digital drama.	Online Videos Worksheets Social Stories	Digital Drama De-escalate	L.6.1, L.6.2, L.6.3, L.6.4, L.6.6, RI.6.1, RI.6.10, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, 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, W.6.1a, W.6.1b, W.6.1c, W.6.10, W.6.4, W.6.8, W.6.9,

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

	positively affect a situation involving hate speech.			using the Feelings & Options steps.			
5 Days	<p>Describe the relationship between hate speech and xenophobia.</p> <p>Analyze how the internet has contributed to an increase in hate speech and extremist views.</p> <p>Describe one way to use the internet to combat one type of hate speech.</p>	How can we counter online hate speech and xenophobia?	Students will recognize the challenge of xenophobia and find strategies for navigating content online.	<p>SWBAT Describe the relationship between hate speech and xenophobia.</p> <p>SWBAT Analyze how the internet has contributed to an increase in hate speech and extremist views.</p> <p>SWBAT Describe one way to use the internet to combat one type of hate speech.</p>	Online Videos Worksheets Social Stories	<p>Hate Speech</p> <p>Counterspeech</p> <p>Extremism</p> <p>xenophobia</p>	<p>L.9-10.1, L.9-10.3, 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.9-10.4, SL.9-10.1, SL.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.9-10.4, WHST.9-10.6, WHST.9-10.8</p>
5 Days	Reflect on whether hate speech is considered free speech.	What should the consequences 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	<p>Hate Speech</p> <p>Freedom of speech</p>	<p>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,</p>

	<p>Identify the reasons for and against regulating online hate speech.</p> <p>Use the Take a Stand thinking routine to consider the potential consequences of online hate speech.</p>	online hate speech be?	for others and free speech.	<p>SWBAT Identify the reasons for and against regulating online hate speech.</p> <p>SWBAT Use the Take a Stand thinking routine to consider the potential consequences of online hate speech.</p>			<p>RH.11-12.9, RI.11-12.1, RI.11-12.10, RI.11-12.2, RI.11-12.4, 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.11-12.6, W.11-12.10, W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.8, WHST.11-12.10, WHST.11-12.4, WHST.11-12.7, WHST.11-12.8</p>
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