Digital Literacy
Ledyard Middle School

Developed by James Moffett
Digital Literacy Teacher
Ledyard Middle School
Approved by IC - March 31, 2016;
Reviewed May 30, 2017
Approved by BOE - April 27, 2016

Table of Contents

Ledyard Middle School Digital Literacy Framework

Privacy & Security

Students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyze privacy policies.

Digital Footprint & Reputation

Students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post, students are building a digital footprint. By encouraging students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.

Self-Image & Identity

These lessons are designed to help students explore their own digital lives, focusing on their online versus their offline identity. Students learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships.

Creative Credit & Copyright

Living in a "copy/paste" culture, students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, students learn about copyright and fair use.

Relationships & Communication

Students reflect on how they can use intra-personal and interpersonal skills to build and strengthen positive online communication and communities. They delve into the concept of digital citizenship and digital ethics, and they reflect on their online interactions.

Information Literacy

Information literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, students learn how to evaluate the quality, credibility, and validity of websites, and give proper credit.

Cyberbullying

Students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions — both negative and positive — can impact their friends and broader communities. Students are encouraged to take the active role of upstander and build positive, supportive online communities.

Internet Safety

Students explore how the Internet offers an amazing way to collaborate with others world-wide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections. These foundational skills are just the beginning!

source: commonsense.org/educators

Digital literacy is a critical 21ˢᵗ century skill.
It's comprised of the end user's ability to critically evaluate
digital content and to use that content in effective,
responsible and ethical ways.
- Dr. Kerry Rice, The Blended Classroom (2015)

Purpose:

As the world outside of our classroom becomes increasingly filled with technology, it becomes imperative that the atmosphere within our classrooms keeps pace. Because students don't have the skills yet to master the Internet and other digital communications, it is important that digital literacy instruction be explicit and clear. Digital literacy education builds on an understanding of the role of media in society, as well as, essential skills of inquiry, reflection, and self-expression necessary for citizens to participate in 21st century culture, society and the workplace.

The goal of our program is to scaffold the skills needed for each student to be a literate and technologically competent learner. As we move through the middle school ranks, students will build a portfolio of work that will showcase their growth in learning, goal setting, reflections, and media literacy. The overarching objective is to develop students who are capable, nimble, and thoughtful producers/authors, and consumers/readers of communication in various forms of print, digital, and multimedia.

Learning Objectives:

- Students will work in teams to explore the human, cultural, and societal issues related to technology and produce digital content on topics that are relevant to their lives. Meanwhile, extending a working knowledge of *Microsoft Office (Word, Excel, PowerPoint)* and *Google G-Suite (Drive, Docs, Sheets, Slides).*
- Students will find, critically appraise, and use digital content to explore making informed evaluations about television, radio, film, and in print with regard to quality of production, accuracy of information, bias, purpose, message, and audience.
- Students will learn to navigate and make judgements about the accuracy, quality and reliability of online content and practice legal and ethical behavior - all the while, exhibiting a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Students will demonstrate responsible, legal and ethical use of information resources and digital technologies.
- Students will share, present and publish their stories, ideas and opinions in a personal and creative way while integrating proper Internet researching skills and academic integrity across disciplines.
- Students will understand social, cultural issues relating to media and digital technology and practice online safety.
- Students will evaluate the credibility and accuracy of information found on Internet sites.
- Students will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.
- Students watch/listen/read topical media resources (e.g., documentaries, news reports, podcasts) and evaluate the media pieces and

pose questions about a topic. Specifically, students use *Thinkalong.org* and the associated public media (video, audio and digital reports) about newsworthy topics to think critically about media messages and develop informed opinions.

Enduring Understandings:
- Digital literacy is a lifelong skill integral to digital citizenship, critical thinking, informed decision-making and active participation in our society.
- Digital Literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.
- People use their prior knowledge to learn how to build new understandings and deal with any new technologies.
- Digital Literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.
- Digital literacy is, in part, knowledge about how and when to use the wide variety of tools you need—digital, print, and personal—to complete assignments.
- Students will be able to use Google tools to create and collaborate on learning opportunities.
- Students will understand that the ability to critically analyze and evaluate media messages is an essential first step in becoming media literate.
- Students will learn that biases influence the creation and interpretation of information.
- Students will understand the permanency of online posts.
- Students will understand that their digital footprint needs to be monitored.
- Students will acknowledge others' skill, experience, creativity, and contributions.
- Students will listen to and acknowledge the feelings, concerns, opinions, and ideas of others.
- People use information and communication tools to learn from each other, innovate and collaboratively problem solve.

Compelling Questions:
- How can we take advantage of the availability of vast amount of information at our fingertips to become lifelong learners?
- How do we use digital media strategically to share findings, reasoning and evidence?
- How can students think critically about media messages?
- When can you trust what you find on the internet?
- What is digital health and wellness? Is your physical and psychological well-being in a digital world important?

Supporting Questions:
- How can we evaluate the advantages/disadvantages of various mediums? (video, audio, print, online)
- How do we safely and effectively integrate technology into our education? How does technology help us become better students? How does technology motivate us as learners?
- What meaningful ways can we leverage technology to prepare students for the education and workforce demands of the future?

- What technical communication skills are necessary in today's professional environment?
- With technology constantly changing, how can we quickly teach ourselves new tools?
- How can we evaluate and buy the right digital tools to solve a problem, rather than rely on the tools we've used in the past?
- How can we use the Internet to produce, publish, interact and collaborate with others in an appropriate manner?
- How can we analyze a problem and determine how to use digital tools to solve it?
- What are the best practices and pitfalls of managing online work, sharing and collaborating with peers online, and participating in a closed online community?
- How can we integrate multiple sources of information in various formats and media to make decisions and solve problems?
- What are infographics and why are they contained in most publications today?
- How can we effectively use critical thinking skills to evaluate media messages?
- How do popular culture, news media, and advertising influence and inform history?
- How can students develop and shape their opinions?
- How do we evaluate the credibility and accuracy of sources of information?
- How can we not only find information online, but determine its quality and validity?
- What are the potential consequences and problems associated with the spread of fake news?
- How can you identify and evaluate ways to avoid fake news in social and academic settings?
- What actions can students take to verify news stories, photographs and other sources of online information?
- What are the ethical & legal implications of social media on a personal, organizational and societal level? What are our rights and responsibilities when using social media and commenting online?
- How can a secure password help protect your private information?
- What are the risks and benefits of presenting yourself in different ways online?
- What types of personal information are important to keep safe/private online?
- How long does information stay online?
- What is identity theft and how can you protect yourself from it?
- What kinds of information do identity thieves look for? Why?
- How do thieves try to get at your information?
- How can you avoid online scams?
- What are the consequences of oversharing online?

Expectations:
- Students are expected to behave in a respectful manner towards each other and all equipment. In order to participate fully in this course, students will be using *Google G-Suite (Google Classroom, Docs, Sheets, Slides and Drive)*.
- Chromebooks will be distributed in September to students. Students coming in mid year will be distributed a Chromebook once student and parent/guardian attends a training to be scheduled by LMS and the District's Technology Department.
- Students should never leave their Chromebooks unattended.
- Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes.
- Students will only be able to log into their Chromebooks using their school issued *Google Apps for Education (GAFE)* account.
- Students should never share their passwords with others, unless requested by a teacher or administrator.
- Students are encouraged to use their Chromebooks at home and other locations outside of school. A WiFi internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet.
- Students are bound by the *Ledyard Technology & Instruction* and *Electronic Devices* Policies and all other guidelines wherever they use their Chromebooks.
- All District Chromebooks remain under the control, custody and supervision of Ledyard Public Schools. The District reserves the right to monitor all Chromebook and Internet activity that students conduct using District technology resources. Students and parents should have no expectation of privacy in their use of District technology resources.
- The District utilizes an Internet content filter that is in compliance with the federally mandated *Children's Internet Protection Act (CIPA)*. All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity monitored by the District. If an educationally valuable site is blocked, students should contact a teacher to request the site be unblocked.

Standards:
Common Core State Standards provide guidance on how to proceed. Students should:

Use Technology and Digital Tools Strategically and Capably: Students will employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and can select and use those best suited to their communication goals.

Build Strong Content Knowledge: Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Value Evidence: Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they

constructively evaluate others' use of evidence. *(Rice, 2015)*

Topic	Compelling Questions	Enduring Understanding	Student Task
Introduction Media We Consume Digital History Chromebook & You Strong Passwords	What is Digital Literacy? What purpose do different types of media have? How can we better understand the impact of technology on mankind throughout history? What media do we encounter throughout the day (including television, podcasts, radio, newspapers, school announcements)? What is digital health and wellness? Is your physical and psychological well-being in a digital world important?	Digital Literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.	-Create a GAFE Poster & Presentation -"Media Diet" -Graffiti Wall -"My Media Life" -P@$$words -Digital Literacy glossary - Journal entries

Google Apps Fundamentals
 	
● GMail
● Google Drive
● Docs
● Sheets,
● Drawings
● Google Earth
	How can students use digital technologies to take best advantage of the educational opportunities available to them?
	
	How can we take advantage of the availability of vast amount of information at our fingertips to become lifelong learners?
		Students will be able to use Google tools to create and collaborate on learning opportunities.	-Biography Google Slides & Presentation Project
			-Google Drive Checks
			-"Why Google Docs?"
			-"2 Truths & A Lie" (Collaborate)
			-"Practicing with Google Sheets"
			    "Tara is Lost"
			     "UConn BBall"
			     "Energy Drinks"

			-"Google Earth Scavenger Hunt"
● Hour of Code ● Khan Academy	How do we use digital media strategically to share findings, reasoning, and evidence?		-"Analog Clock" -"Counter Hack"

<u>Topic</u> **Your Life Online** ● Digital Citizenship ● Digital Life 101 ● Digital Privacy ● Identity Theft ● Scams & Schemes ● Protect Yourself from Online ● Scams ● Cyberbullying ● Digital Footprint ● Online Identity	<u>Compelling Questions</u> What is a 'digital footprint', and what does it convey? What can students do to keep themselves safe in their social media environments? How can we preserve and protect our health when using technology? What can we do to stand up against bullying and cyberbullying?	<u>Enduring Understanding</u> 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 listen to and acknowledge the feelings, concerns, opinions, and ideas of others.	<u>Student Task</u> -"Digital Life 101" -"Digital Life Haiku" -"Trillion Dollar Footprint" -"Which Me Should I Be?" -"Friendbook" -"Becoming an Online Sleuth" -Crossing the Line/Take A Stand -Stacey's Story -Case Study Analysis -"Be Upstanding" -"Oops! I Broadcast it on the Internet" -Henry's Story -"How to Catch a Phish"

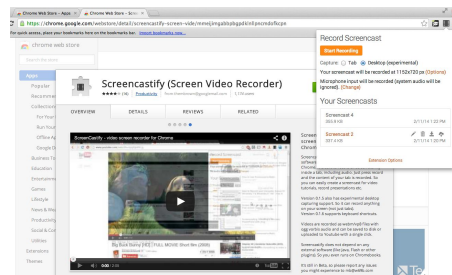| <u>Topic</u> **Research in the Digital Age** Finding, Evaluating, and Citing Information Sources Plagiarism, Copyright & Fair Use Strategic Searching Identifying High Quality Sites	<u>Compelling Questions</u> How do you find, evaluate and manage information for your research? How do you search efficiently to find the best information for your purposes?	<u>Enduring Understanding</u> Digital literacy is, in part, knowledge about how and when to use the wide variety of tools you need—digital, print, and personal—to complete student assignments.	<u>Student Task</u> -"Make a Search Plan" -Research scholarly articles for a paper, popular news. -Research Wikipedia articles for latest movie news. -"Rights, Remixes & Respect" -Searching Strategies

| | | It is important to make good decisions regarding the quality and appropriateness of information sources, including assessing whether a resource is trustworthy and up-to-date.

Students will acknowledge others' skill, experience, creativity, and contributions. | -Plan & Perform A Search
-"Can Anyone Be an Author" |
|---|---|---|---|
| A Creator's Rights & Plagiarism | How can students source and use content for multimedia projects safely and ethically?

People use information and communication tools to learn from each other, innovate and collaboratively problem solve. | | |

Topic **Americana Mashup**	Compelling Questions	Enduring Understanding	Student Task
	Whose message is this? Who created or paid for it? Why?

Who is the "target audience"?

How can students think critically about media messages? | The ability to analyze and evaluate media messages is an essential first step in becoming media literate. | -Research images and video for a multimedia project
-Research for blog posts
-Current Events Project |
| **Decoding Bias** | How do you recognize bias, spin, misinformation and lies?

In what ways can the news media show bias?

When can you trust what you | A majority of students are not able to tell the difference between so-called fake news and real news. Part of the solution involves providing students with the digital literacy skills they need to evaluate sources, including social media. | "Fighting Fake News"
"Evaluating an Online Image"

-"Test B4U Trust" |

	find on the internet?	Students will learn that biases influence the creation and interpretation of information.	
Infographics	What is the "text" of the message? What do we actually see and/or hear? What positive messages are presented? What negative messages are presented?	Students will be able to use Google tools to create and collaborate on learning opportunities.	-"Feral Dog" Infographic Thinkalong Infographic Piktochart/ Google Drawings Screencastify Responses

Resources	Commonsense.org -- Common Sense Education - Provides high-quality digital literacy and citizenship programs. Free resources that include digital tools, comprehensive ready-made lesson plans, videos, and webinars. Creative Commons - Source for high-quality images. Harvey, G. (2008). <u>Writing with Sources: A Guide for Students</u> (2nd Rev. ed.). Indianapolis, IN: Hackett. National Association for Media Literacy Education. Mediasmarts.ca/digital-media-literacy - Comprehensive collection of digital and media literacy resources. Rice, Kerry. <u>The Blended Classroom</u> (2015). Thinkalong.org - Developed by Connecticut Public Broadcasting Network that uses public media — video, audio and digital reports — about newsworthy topics, with classroom-based exercises to help students think critically and develop informed opinions about media messages. YouTube Digital Citizenship Curriculum -- An initiative for students and teachers to develop digital literacy skills on YouTube.

Gallery

Grade 7
Class Schedule:

Week	Weekly Agenda for Class	Items Due	Homework
1,2	Introduction Digital History	Online journaling	GAFE Poster Project Media Diet
3,4	Getting to Know Your Chromebook Chromebook basics/use		Anatomy of a chromebook
5,6	Google Apps Strong Passwords Media We Consume	Biography Project	"Why Google Docs?"
7,8	My Media Life - Digital Citizenship Safety, Privacy, ID theft	Journaling	Graphic Organizer
9	Research in the Digital Age -Evaluating Websites Information literacy/Plagiarism/Copyright	Peer Review	Website "test"
10	Thinkalong Identifying high quality sites	Google Earth	"Make A Search Plan"
11	Digital Citizenship Week Using technology safely, responsibly	Tara is Lost UConn Basketball	Google Sheets
12, 13	Cyberbullying	Infographics	"Crossing the Line" "Be Upstanding"
14, 15	Intro to computer programming	Hour of Code	Snowman

		Self-guided tutorials		Analog clock Star Wars
16		Fake News vs Real News Evaluating sources/ navigating the media	Current Events Project	
17		Using Tools - Google Sheets Storyboarding	Sheets Madness Google Drive	"Friendbook"
18		Americana Mashup Create counter narrative	Google Drawings	Presentations
19		Infographics	Feral dogs /Thinkalong topic	
20		Class Wrap Up!		

Grade 8
Class Schedule:

Week	Weekly Agenda for Class	Items Due	Homework
1,2	Create a poster Promoting an app	GAFE Poster Project	
3,4	Getting to Know Your Chromebook Chromebook basics/use		Anatomy of a chromebook
5, 6	Rights, Remixes & Respect	Current Events Project	5 "W's"
7, 8	ThinkAlong.org - Students apply media literacy filters to evaluate media pieces/form opinions	Screencastify	Graphic organizer
9	Evaluating Websites with accurate, current information on a given website/Information literacy		Website "test"
10	Thinkalong.org Part II Identifying high quality sites	Google Earth	
11	Digital Citizenship Week Using technology safely, responsibly		Google slides
12, 13	Visual representation Graphics	Infographics	Google drawings
14, 15	Intro to computer programming Self-guided tutorials	Hour of Code	Snowman Analog clock

16	Fake News vs Real News Evaluating sources/ navigating the media		Scams & Schemes
17	Using resources/ using tools - Storyboarding	"How To…" video Canva.com/Piktochart	Screencastify Infographic
18	Americana Mashup Create counter narrative	Google Drawings	Presentations
19	Infographics	Feral dogs /Thinkalong	
20	Podcasting Discuss appropriate use; Digital Responsibilities	Practice/Review scripts	Fact checking
21	Class Wrap Up!		

Appendix A
Lesson Summaries/Explanations:

"Google Tools For Education"/Graffiti Wall -
Graffiti Walls are a part of the classroom, usually a very large sheet of paper, a whiteboard or chalkboard, where students engage in a written discussion. The purpose of the Graffiti Wall strategy is to help students "hear" each other's ideas. Graffiti Walls can be used as a preview or warm-up activity to introduce a new topic or to help students organize prior knowledge about content they are about to study. This strategy can also be used to help students share reactions to texts as preparation for a class discussion, writing assignment, or another project.

Google Docs Collaboration Reading Assignment -
The goal of this lesson is to take the general knowledge of what a text feature is and analyze *why* the author used it. To get students to think about how the parts of a text do this, we will focus on locating examples, anecdotes, and text features. We also will discuss why the author chose each of these, and what they personally learned from them about the text's topic.
First, we will create a simple Google Doc that has room for students to record information about a magazine article. Then make a copy of it for each of the student groups of four. Although Google Docs is great for collaboration, having all 28 seventh graders trying to collaborate on one document is going to result in across-the-room screaming matches. Collaborating with four people is enough of a challenge. Share the document with the students, making sure that each document is marked so that anyone could edit it. Share the links for each group on the Google Classroom.

Their task is to locate text features, elaborations, and examples in the article. This would normally be a pretty easy task for high-achieving students, but it is tough for them to work together. Students prefer to work individually and just get things done, but they need to practice more social skills and to collaborate and share ideas. Sometimes students think that since they're smart, they can do everything by themselves. These collaboration & technology skills are important in today's world!

Creating (and Remembering) Great Passwords Lesson -
The goal of this lesson is for students to understand the characteristics of a great password and to have a strategy for making and remembering their own.

Passwords are our first line of defense when it comes to protecting our online privacy. In fact, research shows that up to 80% of online data breaches are due to stolen or weak passwords. This fun lesson teaches students the characteristics of a great password. It also provides them with a mechanism for remembering the passwords they create. It is important for students to understand how to do this on their own- that way they will have a better appreciation for why passwords are so important.

Journal Questions -

Journal Question #1: Define a "community" as it relates to the Internet. Write down your definition of "leaving a digital footprint".

Journal Question #2: What is cyberbullying? Give an example?

Journal Question #3: How are you using social media right now? What do you like about it? Is it to connect with friends? Is it to learn about new music? How could you use it in school?

Journal Question #4: How do you think media has changed now that user-generated content like *YouTube*, *Instagram, Twitter* are becoming more popular? What make citizen journalism a unique perspective?

Journal Question #5: Have you seen anything interesting online lately?

Journal Question #6: What is the purpose of advertising? Do ads ever lie or mislead us? How do ads work? What are two questions you might ask about the relationship between media makers and advertisers if given the chance to ask?

Journal Question #7: If a magazine has many ads, why do you think it is not free? What kinds of magazines do you think have the largest percentage of ads? Why?

Journal Question #8: Are there patterns you see in modified images throughout the media? Describe them.

Journal Question #9: Are you a target audience for some advertisers? Which ones?

Journal Question #10: Are there possible side effects (to you, your parents, your friends, your siblings) of seeing modified images everywhere in the media?

Journal Question #11: What do you think others will learn from the information you provide in your podcast? What was the most surprising thing you learned about the issue you researched?

"Trillion Dollar Footprint" -

Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn that they can take some control over their digital footprint based on what they post online.

Students watch the video "The Digital Footprint" to learn how information online can easily get out of one's control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called "Trillion Dollar Footprint" and decide which would make a more honest host who works well with others. A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.

"Media Diet" -

Students will examine their own media consumption habits and create up to four class-wide bar graphs (Google Sheets) to chart the types of media they consume.

"Which Me Should I Be?" -

Students learn that presenting themselves in different ways online carries both benefits and risks.

Students first consider what it means to adopt a different identity online. Next, they watch the video, "*Henry's Story – Creating Online*

Identities," and discuss their responses to the different ways Henry presents himself to others on the Internet. Students complete the *Take a Stand Student Handout*, where they explore the ethics of exaggerating, deceiving, or adopting a different identity online. They complete the lesson by reflecting on the choices they make when they present themselves in different ways online, and the benefits and risks involved in doing so.

In this activity, students consider the different ways people present themselves online, and make judgments about the ethical implications of their actions.

Cyberbullying: Be Upstanding! Lesson -
How do you judge the intentions and impact of people's words and actions online?
Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.

Students reflect on what it means to be brave and to stand up for others. They fill out the *Why Care? Student Handout*, create a diagram of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.
Students will be able to ...
- reflect on what it means to be brave and stand up for others offline and online.
- learn to show empathy for those who have been cyberbullied.
- generate multiple solutions for helping others when cyberbullying occurs.

The Media We Consume... -
Students will develop an understanding of a variety of media texts. They will learn to identify media forms as well as conventions and techniques used to create meaning in different media forms. Students will have opportunity to reflect on and identify their strengths as consumers and creators of media. This addresses cross-curriculum objectives in disciplines such as Reading, Writing, History, Social Studies and Math.

A primary skill to develop when studying digital literacy is critical thought. While this skill is taught in all subject areas, it is particularly relevant when examining different forms of media.

Evaluating Your Media Diet -
Students make a list of media they consume in a day. Students learn the different types of media that surround them and how to identify media by purpose. Create a journal entry by answering the following questions:
- Reflect on your media diet; are you nourishing your mind? Do you consume a particular type of media more than others?
- What is the effect of this consumption on your life? i.e., does it affect what you wear? What you listen too? How you speak? How you

interact? What you like or dislike?
- Do you feel you can create a more balanced media diet for yourself? What choices could you make to balance your intake?

Biography Google Slides & Presentation (about a person of significance) -

Decide whose biography you will do research on. Your person should be someone who has contributed something of importance to society or history and has become famous because of it.

Have this person approved! Create an 8-slide Google Slides presentation about the person you have chosen to research.

Why Google Docs? -

To get started in Google Docs, follow the simple, introductory assignment below:
"Write a one-paragraph explanation of the difference between Google Docs and either writing on paper or using a different word processor. Be sure to consider the following: access, convenience, collaboration, communication, and simplicity."

Google Docs Activity; Two Truths and a Lie -

One member of the group at each table will be designated as the leader of this activity. Choose based on alphabetical order by last name. This individual will start the Google Doc by first making a copy of this document and then sharing with the other members of your group.

Becoming an "Online Sleuth" -

In this lesson, students will identify guidelines for evaluating the credibility of content online. Learning Objectives include:
- Students will understand that just because information is online doesn't mean it's true.
- Students will learn the guidelines on what information they can and can't trust.
- Students will evaluate compare online information sources for accuracy, relevance and bias.
- Students will apply their knowledge of reputable online sources to determine which sites are credible and which are not.

Plagiarism Scavenger Hunt -

This activity has been designed to help you understand the meaning of plagiarism. Each question has a link below it in order for you to hunt down the right answer. You are required to hunt, find and complete each question on the doc.

Fake News Project -

Based on the information we discussed in class and the reading, "The Honest Truth about Fake News...and How Not to Fall for it." Find a "Fake News" story or a "Misleading" news story, or a "Satirical" news story or a "tabloid" news story.
- Take a screenshot of the story.
- Use Google Drawings or slides to explain and highlight which kind of fake news story you found, and using the "Fake News

Handbook", point out the clues you used to determine that the news in this story was not true.
- Screencastify your response with the Slideshow or Drawing using your Chromebook.
- Share back to the Google Classroom stream.

Build an Analog Clock -
Learn how to use javascript language to analog clock with moving second, minute, and hour hands.
Complete activity in tynker.com/hour-of-code/analog-clock and then post to stream.

"How-To" Video or Infographic -
If a picture speaks a thousand words, then a video or infographic certainly adds a good few more on top of that. One area in which video or infographics are invaluable is the "How-To" instructional that takes a diagram, recipe, or list of steps and brings the topic to life.

This project helps you to think about how information can be presented. Two tools we've used this semester are Screencastify and infographic creator software, such as PiktoChart or Canva, and even Google Drawings. As we approach the last few weeks of class, use these tools one last time to create one final "How-To" video or Infographic as a final product in class.

(Optional) Marketing Campaign Project
In groups, you have been challenged to create an advertisement that effectively markets a randomly assigned product to two different target audiences.

(Optional) Target Audiences
Students learn to identify the components of different types of media.

(Optional) Twitter Scavenger Hunt
To assist in becoming familiar with Twitter. To practice social media engagement skills with an audience. To improve observation skills and writing skills for conciseness and clarity. To have some fun with social media. Whoever has the most from the list takes first prize. We'll have second and third prize winners too. If several teams get all 10, then the winning teams will be determined by which team/person post all 10 first, then second, and finally third.

Class Wrap Up!
Students have learned that media is more than just TV. We will be reviewing for the Final Exam to have a clear understanding of the concepts of point of view, target audience, brands and advertising. The class will have several pieces of media that we have created or written about. These will be displayed on a class blog or website so it can be shared.

Appendix B - Letter to Parents - Social Media Guidelines

Dear Parents:

This year, to help our students develop their reading and writing skills as well as cultivate our understanding of different people and cultures; students are participating in using a variety of social media applications (Google Apps for Education, Twitter & Pinterest) via the Internet. Setting up a Google Account only for access to the Google tools will be a requirement of this class.

When students are able to safely share their ideas with an audience broader than just our classroom, often they can discover their voice and become even more motivated to learn, communicate and share their ideas effectively with others. By participating in social media projects this year, students learn through experiences, ways to safely use the Internet to share information and collaborate.

Planned Activities: We are planning to explore several different social media tools to let our students safely share their work and ideas with other students as well as with our school community. We will have a class account but no individual accounts.

Projects may be shared privately with other classes over the Internet and with parents, and also may be shared publicly on the Internet. To protect student privacy and ensure safety throughout all projects we will:
1. Only use student first names, if names are used at all, in identifying student work and ideas
2. Not use pictures of individual students, identified by full name
3. Only use GROUP pictures of students which do not identify individuals by name if we share pictures of students working in class.

If you have questions about our projects please contact the teacher or building principal. Thanks.

Warm Regards,

Digital Literacy Program
Ledyard Middle School