

DIGITAL LITERACY

Course Name: ELA or SS
Unit/Theme: Digital Literacy
Level: 9-12

Time Frame: 45 minutes
Grade 9-12

CONTENT AND SKILLS
Learning Objectives: • Understand the concept of a digital footprint and its permanence. • Identify the consequences of online actions. • Distinguish between appropriate and inappropriate online content. • Employ strategies to manage digital presence responsibly. • Analyze scenarios to determine the risks of sharing personal information online. • Reflect on personal digital habits and set goals for improvement.
Essential Questions: • What is a digital footprint and why does it matter? • How can my online actions affect my future? • What constitutes appropriate and inappropriate content online?
Students I can statements . . . • I can explain what a digital footprint is. • I can identify potential consequences of my online actions. • I can evaluate content for appropriateness before sharing. • I can use strategies to manage my digital presence.
How will you meet the needs of SWD and ELL/MLL students? • Provide visual aids and glossaries for key terms. • Use closed captions for video resources. • Offer additional scaffolding through peer support and simplified language resources
Content Standards List all standard indicators (do not need standard statement)
• NYS Next Gen ELA Standards: RI.9-10.1, RI.11-12.1 (Cite strong textual evidence to support analysis) • NYS Social Studies Standards: 9-12.2 (Gather, interpret, and use evidence) • NYS Humanities Standards: 11.2.2 (Evaluate how the forces of cooperation and conflict among people influence the division and control of the earth's surface)

NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

- 9-12.DL.6 Actively manage digital presence and footprint to reflect an understanding of the permanence and potential consequences of actions in online spaces.

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- Self-awareness, Responsible Decision-Making

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

1. **Introduction (5 minutes):**
 - Begin with a brief discussion on what a digital footprint is. Ask students to share examples of their online activities.
2. **Video Presentation (10 minutes):**
 - Show a video on digital footprints, highlighting the permanence and potential consequences of online actions. [Resource: [Common Sense Education video on Digital Footprints](#)] (DL.2)
3. **Class Discussion (10 minutes):**
 - Discuss the video. Prompt students to think about how their online behavior might impact their future opportunities.
4. **Activity: Appropriate vs. Inappropriate Content (10 minutes):**
 - Divide students into small groups. Provide scenarios or social media posts and ask them to classify content as appropriate or inappropriate. Discuss as a class.
5. **Reflection and Goal Setting (10 minutes):**
 - Have students reflect on their own digital habits. Ask them to write personal goals for managing their digital footprint more responsibly.

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- ✓ **Collaboration:** Group discussions and activities.
- ✓ **Communication:** Peer interaction and presentations.
- ✓ **Critical Thinking/Problem Solving:** Analyzing scenarios.

✓ **Creativity & Innovation:** Reflecting on personal digital habits.

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. ***Including Instructional Technology Tools***

- Video: [Common Sense Education's Digital Footprints](#)
- Websites: [Digital Citizenship resources from ISTE](#)
- Handouts: Scenario cards for group activity
- Whiteboard and markers for class discussions