

## Hamilton Heights School Corporation Digital Citizenship 6 Curriculum Map

Course Title: Digital Citizenship 6	Course Length: 9 Weeks	Academic Year: 2025-2026
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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is digital citizenship?</li> <li>● What is my digital footprint, and why does it last forever?</li> <li>● When is sharing online kind, and when is it harmful?</li> <li>● How can digital drama impact myself and those around me?</li> <li>● How can I de-escalate digital drama?</li> <li>● What does it mean to be a digital “upstander”?</li> <li>● How do passwords and privacy settings actually protect me?</li> <li>● How can I differentiate fake news from credible news?</li> <li>● Why is balancing time spent online and offline essential for my well-being?</li> <li>● What is digital etiquette?</li> <li>● How can I use technology in professional settings?</li> <li>● How can screen time impact my brain, sleep, and relationships?</li> </ul>
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Unit Name	Total Days	Standards Number	Knowledge Objectives	Skills Objectives	Specific Assessments	Specific Resources
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Course Explanation, Expectations, and Procedures.	1	NA	<ul style="list-style-type: none"> <li>Husky Way Components</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand what the Husky Way looks like in our classroom.</li> <li>Understand what our classroom expectations are.</li> <li>Navigate our Canvas page and check our weekly agenda.</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Mrs. Tyner Presentation (Introduction)</li> <li>Husky Way Presentation</li> <li>Canvas Course</li> </ul>
Keyboarding	Continuous	<b>DCT-3.1</b> <b>DCT-3.2</b> <b>DCT-3.3</b> <b>DCT-3.4</b>	<ul style="list-style-type: none"> <li>Correct Keyboarding Posture</li> <li>Home Row Keys</li> <li>Keyboard Shortcuts</li> <li>Modifier Keys (Shift, Tab, Ctrl/Command, etc.)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand that there is a correct posture for keyboarding.</li> <li>Apply common keyboard shortcuts to improve efficiency.</li> <li>Demonstrate improved WPM (words-per-minute) while maintaining accuracy.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.typing.com">Typing.com</a> WPM Tests</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.typing.com">Typing.com</a></li> <li><a href="https://www.nitrotype.com">Nitrotype.com</a></li> </ul>

<p>What is Digital Citizenship?</p>	<p>1</p>	<p><b>DCT-1.1</b> <b>DCT-1.2</b> <b>DCT-1.3</b> <b>DCT-1.4</b> <b>DCT-1.5</b></p>	<ul style="list-style-type: none"> <li>• Understand how to use technology in a safe, legal, and ethical manner to be good digital citizens and lifelong learners</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between appropriate technology uses in different settings (School, Home, Work, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Citizen Survey</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Common Sense Media</a></li> <li>• <a href="#">IN Learning Lab</a></li> <li>• Google Forms</li> </ul>
<p>Digital Footprint &amp; Identity</p>	<p>3</p>	<p><b>DCT-1.5</b></p>	<ul style="list-style-type: none"> <li>• Define the term “digital footprint”</li> <li>• Understand (or gain awareness of) the permanence of actions in the digital world.</li> <li>• Understand what responsibilities they have for the digital footprints of themselves and others.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the online activities that contribute to one’s digital footprint.</li> <li>• Identify ways they are – and are not – in control of their digital footprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Create Your Own Digital Footprint</li> <li>• Digital Footprint Time Capsule</li> <li>• Positive vs Negative Digital Footprint Sort</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Common Sense Media</a></li> <li>• <a href="#">IN Learning Lab</a></li> </ul>

Cyberbullying & Online Harms	5	<b>DCT-1.1</b> <b>DCT-1.5</b>	<ul style="list-style-type: none"> <li>Define the terms “cyberbullying” and “digital drama”.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Reflect on how easily drama can escalate online.</li> <li>Identify de-escalation strategies when dealing with digital drama.</li> <li>Reflect on how digital drama can affect not only oneself but also those around us.</li> </ul>	<ul style="list-style-type: none"> <li>Common Sense Media Digital Drama Quiz / Quick-Check</li> <li>Flow Chart Assessment (Online Action -&gt; Consequence Map)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Common Sense Media</a></li> <li><a href="#">IN Learning Lab</a></li> </ul>
Relationships & Communication	5	<b>DCT-1.1</b>	<ul style="list-style-type: none"> <li>Identify what information is safe to share with different types of online friends.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze how well they know the people they interact with online.</li> <li>Learn to recognize red flag feelings and use the Feelings &amp; Options thinking routine to respond to them.</li> </ul>	<ul style="list-style-type: none"> <li>Common Sense Media Digital Friendships Quiz / Quick-Check</li> <li>Feelings &amp; Options Log Entry</li> <li>My Online Friend(s) Map</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Common Sense Media</a></li> <li><a href="#">IN Learning Lab</a></li> </ul>
Privacy & Safety	5	<b>DCT-1.5</b>	<ul style="list-style-type: none"> <li>Understand how to use technology in a safe, legal, and ethical manner</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the reasons why people share information about themselves online.</li> </ul>	<ul style="list-style-type: none"> <li>Common Sense Media Privacy &amp; Safety Quiz / Quick-Check</li> <li>Private vs Personal Information Sort (&amp;</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Common Sense Media</a></li> <li><a href="#">IN Learning Lab</a></li> </ul>

				<ul style="list-style-type: none"> <li>● Explain the difference between private and personal information – and why it’s risky to share private information online.</li> <li>● Explain why strong passwords are important for online safety.</li> <li>● Demonstrate how to create a secure password using a combination of letters, numbers, and symbols.</li> </ul>	<p>Risk Explanation)</p> <ul style="list-style-type: none"> <li>● Secure Password Creation Challenge</li> <li>● “Why Do We Share?” Reflection</li> </ul>	
Information & Media Literacy	5	<b>6.W.3.1 DCT-1.4</b>	<ul style="list-style-type: none"> <li>● Learn reasons that people put false or misleading information on the internet.</li> <li>● Learn criteria for differentiating fake news from credible news.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Practice evaluating the credibility of information they found on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>● Source Sleuth (Detective) Challenge</li> <li>● Website Credibility Checklist : Build &amp; Apply</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Common Sense Media</a></li> <li>● <a href="#">IN Learning Lab</a></li> </ul>

Healthy Habits	5	<b>DCT-1.3</b>	<ul style="list-style-type: none"><li>● Consider what “media balance” means and how it applies to them.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>● Reflect on how balanced they are in their daily lives.</li><li>● Create a personalized plan for healthy and balanced media use.</li></ul>	<ul style="list-style-type: none"><li>● Healthy Habits Poster / Presentation</li><li>● Offline-Online Balance Blueprint</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Common Sense Media</a></li><li>● <a href="#">IN Learning Lab</a></li></ul>
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Professional Use of Technology	5	<b>DCT-1.2</b>	<ul style="list-style-type: none"> <li>● Know the difference between casual and professional tone in emails and messages.</li> <li>● Identify common digital tools used in professional settings</li> <li>● Understand the meaning of digital etiquette</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Collaborate using Cloud Tools (Google Docs, Google Slides, etc.)</li> <li>● Create a simple, professional, digital presentation</li> <li>● Organize digital files</li> <li>● Use task management tools for group projects</li> <li>● Write a polite, professional email with a clear subject line, greeting, body, and signature.</li> </ul>	<ul style="list-style-type: none"> <li>● Email to Mrs. Tyner</li> <li>● Google Tools Exploration Assignment(s)</li> <li>● Technology in Careers Presentation</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Canva</a></li> <li>● <a href="#">Gmail</a></li> <li>● Google Calendar</li> <li>● Google Docs</li> <li>● Google Forms</li> <li>● Google Sheets</li> <li>● Google Slides</li> </ul>
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<p>Capstone Creators  (Summative Week)</p>	<p>5</p>	<p><b>6.W.3.2</b> <b>6.RN.4.2</b></p>	<ul style="list-style-type: none"> <li>● Recall core components of digital citizenship</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Create and pledge to adhere to shared norms for being in an online community.</li> <li>● Differentiate secure digital habits</li> <li>● Summarize online safety practices</li> </ul>	<ul style="list-style-type: none"> <li>● Digital “Creators” Project</li> <li>● Our Online Community Contract</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Common Sense Media</a></li> <li>● <a href="#">IN Learning Lab</a></li> </ul>
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