

6<sup>th</sup> Grade Business  
Reporting Cluster: Digital Citizenship

Cluster/Topic/Concepts	Bodies of Evidence (BOE's)	Vocabulary	Level 4 Ideas:	Skills
<p><b>Cluster:</b> Digital Citizenship</p> <p><b>Topic:</b> Digital Citizenship</p> <p><b>Concepts Covered:</b></p> <ul style="list-style-type: none"> <li>Internet safety</li> <li>Social media safety</li> <li>Netiquette</li> <li>Legal and ethical use of technology</li> </ul> <p><b>Topic ID/Campus Coding:</b> BUS6-DC-1</p>	<ul style="list-style-type: none"> <li>Common Formative Assessment (CFA)</li> <li>Teacher developed projects</li> </ul>	<ul style="list-style-type: none"> <li>Cyberbullying</li> <li>Online predator</li> <li>Social networking</li> <li>Personal information</li> <li>Password</li> <li>Plagiarism</li> <li>Credible resource</li> <li>Netiquette</li> </ul>	<p><b>Learning Target:</b> Modify a password to make it stronger.</p> <p><b>Evidence/Activities:</b> Students are presented with a password and must revise to strengthen and justify modifications made.</p>	<p><b>Digital Citizenship Skills</b></p> <ul style="list-style-type: none"> <li>Uses etiquette considering global audience when communicating digitally</li> <li>Choose settings in account profiles that protect personal information when online</li> <li>Uses citation tools</li> <li>Identifies consequences of plagiarism in school and beyond</li> <li>Uses online collaboration tools to complete a task</li> <li>With guidance, conducts Internet searches using a variety of search engines and databases to access information</li> <li>Understand how to identify cyberbullying and come up with strategies on how to deal with it and report it</li> </ul>
Scales			Content Standards	
4	In addition to exhibiting level 3 performance, students demonstrate in-depth inferences and applications that go beyond the goal.		<p><b>International Society for Technology Education- Digital Citizenship (ISTE.3.DC)</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. (2016)</p> <p><b>Iowa Core Technology Literacy (IC.21.6-8.TL.5:</b> Understand the legal and ethical issues of technology as related to individuals, cultures, and societies.</p> <p><b>National Business Education Association Standard- Information Technology III: Digital Citizenship: (NBEA.IT.3.DC)</b> Demonstrate respectful, responsible, and ethical behavior in a digital world.</p>	
3	Students will be able to: <ul style="list-style-type: none"> <li>Make connections between the concept of plagiarism and ethical use of technology</li> <li>Generalize the purpose, need, security, and creation of passwords</li> <li>Evaluate the appropriateness and reliability of electronic information</li> <li>Create communication using proper etiquette for various audiences</li> <li>Develop and defend a plan for encountering unsafe and/or unethical behaviors online</li> </ul>			
2	Students will be able to: <ul style="list-style-type: none"> <li>Recall specific vocabulary such as: cyberbullying, online predator, social networking, personal information, password, plagiarism, credible resource, netiquette</li> </ul> Students will be able to: <ul style="list-style-type: none"> <li>Explain the role of digital media in their lives</li> <li>Describe strategies to use social media safely, legally, and respectfully</li> <li>List the advantages and disadvantages of communicating using technology and social media</li> <li>Identify the formal and informal types of digital communication / netiquette</li> <li>Make a secure password</li> <li>Recognizing cyberbullying behavior</li> </ul>			