

# 8<sup>th</sup> Grade Business

## Reporting Cluster: Digital Citizenship

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Cluster/Topic/Concepts	Bodies of Evidence (BOE's)	Vocabulary	Level 4 Ideas:	Skills
<p><b>Cluster:</b> Digital Citizenship</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>•Internet/Social Media Safety</li> <li>•Legal Ethical Responsible use of Technology</li> </ul> <p><b>Concepts Covered:</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Social Media</li> <li>• Safety</li> <li>• Legal, ethical, responsible and respectful use of technology</li> <li>• Netiquette</li> <li>• Sexting</li> </ul> <p><b>Topic ID/Campus Coding:</b> BUS8-DC-2</p>	<ul style="list-style-type: none"> <li>• Common Formative Assessment (CFA)</li> </ul> <p>Other options to include:</p> <ul style="list-style-type: none"> <li>• Teacher developed projects</li> </ul>	<ul style="list-style-type: none"> <li>• Digital drama</li> <li>• Sexting</li> <li>• On-line Profile</li> <li>• Virus</li> <li>• Spyware</li> <li>• Anti-Virus Software</li> <li>• Malware</li> </ul>	<p><b>Learning Target:</b> How would you determine if online behavior or activity is unethical?</p> <p><b>Evidence/Activity:</b> Students create criteria for determining unethical activity to analyze with a scenario.</p>	<p><b>Digital Citizenship Skills</b></p> <ul style="list-style-type: none"> <li>• Formulate a plan to report cyberbullying and possible inappropriate actions</li> <li>• Justify the need for an antivirus program and understand the effects of spyware and malware on a computer</li> <li>• Evaluate the risks and dangers of downloading materials from an unknown source.</li> <li>• Assess the impact of information technology in a global society.</li> <li>• Use critical thinking skills to make informed decisions using appropriate digital tools and resources</li> </ul>
Scales			Content Standards	
<b>4</b>	In addition to exhibiting level 3 performance, students demonstrate in-depth inferences and applications that go beyond the goal.		<p><b>2. Digital Citizenship (NETS)-</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 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 Assoc Standard- Information Technology III: Digital Citizenship:</b> Demonstrate respectful, responsible, and ethical behavior in a digital world.</p> <p><b>Critical Thinking, Problem Solving &amp; Decision Making (NETS)</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Develop an argument about the consequences of sharing personal information including details, images, and videos</li> <li>• Make and defend an argument for the risks, dangers and consequences of unethical online activity.</li> <li>• Develop a plan to protect personal information and digital devices from online threats</li> <li>• Critique and revise online information and activity for ethical behavior</li> </ul>			
<b>2</b>	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>• digital drama, sexting, spyware, antivirus software, malware, virus, online profile</li> <li>• Describe strategies to use social media safely, legally, and respectfully.</li> </ul>			

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