

<p>Middle-level CTE Learning Experience Title: Digital Footprint: Your Online Legacy Educator: Denise Colistra, Asia Godzwon, Shawna Youngs Length of Lesson: 10 days (42 minute periods) Grade Level: 7/8</p>	<p>CTE Area: Business and Marketing Education CTE Theme: Communication and Interpersonal Relationships CTE Content: Computer Literacy for the Workplace Date Created: 3/28/19</p>
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PLANNING	
Curriculum Goal(s)	<p>Students learn about the concept of the digital footprint from a variety of scholarly sources.</p> <p>Students will be introduced to the fundamentals of digital citizenship and ways to use the computer to communicate effectively in the business world. Current issues related to digital citizenship and the development of good digital citizenship skills will be examined. In particular, students will be examining how everything they do with a computer leaves a trail, or footprint. Students will make the connection between using a computer effectively and appropriately will leave a positive footprint. They will also examine what happens when the opposite is true.</p>
Essential Question	How can one use technology to communicate appropriately and effectively in the business world?
National Standards	<p>Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices</p> <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 5. Consider environmental, social, and economic impacts of decisions 9. Model integrity, ethical leadership, and effective management 11. Use technology to enhance productivity <p>National Business Education Standards https://www.nbea.org/newsite/curriculum/standards/index.html Communication</p> <p>I. Foundations of Communication Achievement Standard Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels</p> <p>II. Societal Communication Achievement Standard Apply basic social communication skills in personal and professional situations</p> <p>IV. Technological Communication Achievement Standard Use technology to enhance the effectiveness of communication</p>
NYS Standards	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level- http://www.p12.nysed.gov/cte/</p>

	<p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p>	
Learning Objectives	<p>Communication and Interpersonal Relationships (Theme Module)</p> <p>1. Communication Students will</p> <p>a) Examine the roles and functions of communication in home, school, community, and workplace settings b) Describe types of communication (e.g., oral, verbal, nonverbal, digital)</p> <p>c) Examine communication styles and their effects on relationships</p> <p>d) Determine ways that communication skill deficits can adversely affect relationships</p> <p>e) Understand the role of communication skills in establishing cooperation, compromise, and collaboration in relationships</p> <p>f) Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications</p> <p>3. Workplace Communication Students will</p> <p>a) List the similarities and differences between personal and workplace communication and the uses of technology in each</p> <p>Computer Literacy for the Workplace (Content Module)</p> <p>1. Digital Citizenship Students will</p> <p>a) Define "digital citizenship"</p> <p>b) Research and assess personal digital footprint and online reputation</p> <p>c) Recognize cyberbullying and develop strategies for preventing and stopping it</p> <p>d) Incorporate digital citizenship practices into daily life</p>	
Vocabulary	Academic Technology, Awareness, Safety, Public, Image	Content Loyalty Card, Social Media, Digital Footprint, Public Influencer
Materials and Resources	<p>Computers, Internet, YouTube , news articles</p> <p>Your Digital Footprint Matters https://www.internetsociety.org/tutorials/your-digital-footprint-matters/</p> <p>What is a digital footprint? Why does it matter? (Day 2) https://www.internetsociety.org/wp-content/uploads/tutorials/What is a Digital Footprint/presentation content/external files/What is a Digital Footprint.</p>	

	<p>pdf Four Reasons to Care About Your Digital Footprint(Day 2) https://www.youtube.com/watch?v=Ro_LRg8rGg#action=share Why do we leave such big footprints? (Day 3) https://www.internetsociety.org/tutorials/digital-footprint-matters/module-2-start-leaving-big-footprints Are digital footprints a problem?(Day 4) https://www.internetsociety.org/tutorials/digital-footprint-matters/module-4-digital-footprints-problem Manage Your Identity (Day 5) https://www.internetsociety.org/tutorials/digital-footprint-matters/module-4-digital-footprints-problem Different devices leave different footprints (Day 6) https://www.internetsociety.org/tutorials/digital-footprint-matters/module-5-different-devices-make-different-digital-footprints Managing Digital Footprints (Day 10) https://www.internetsociety.org/tutorials/digital-footprint-matters/module-6-can-manage-digital-footprints</p>		
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	<p>Ask the question- What did people do before the internet? Where did people get their information? How did people communicate?</p> <p>Examples-Talk about what phones used to be able to do compared to today. Talk about libraries, books, and encyclopedias, etc.</p> <p>Then the conversation will move to include technology- How is life different today? How do you use technology? Social Media? Internet?</p> <p>Do you think things are better now because of technology? Are there any drawbacks?</p>	Students will explore the examples and answer the questions to the best of their ability.	10 mins

<p>Do-now/Hook</p>	<p>Day 1: Price Chopper/Hannaford/ Amazon</p> <p>Teacher asks: What are the benefits of technology? How do we use technology every day?</p> <p>Why do we have the Price Chopper Advantage card? Why did Hannaford create the My Rewards Program? What information do you think Amazon has on you?</p>	<p>Students think, pair, share answers to questions:</p> <ol style="list-style-type: none"> 1. What are the benefits of technology? 2. What are 25 ways we use technology every day? <p>Are there any risks of using technology?</p>	<p>42 mins</p>
<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 2: Recap Day 1</p> <p>Ask again: Are there any risks of using technology?</p> <p>What is a digital footprint? Why does it matter? https://www.internetsociety.org/wp-content/uploads/tutorials/What_is_a_Digital_Footprint/presentation_content/external_files/What_is_a_Digital_Footprint.pdf</p> <p>Give students 3 current events/real examples on impacts of digital footprints (ex. College Recruitment and loss of scholarships, Careers [Tesla, Facebook])</p>	<p>Students view video and write a summary statement describing a digital footprint . Share ideas with the class.</p> <p>Students watch the video- Four Reasons to Care About Your Digital Footprint https://www.youtube.com/watch?v=Ro_LIRg8rGg#action=share</p> <p>Students will read, analyze, and discuss the examples as a group discussion. What are the impacts of these situations?</p>	<p>42 mins</p>

	<p>Day 3: Teacher leads a class discussion: Intro- is it possible to have a zero footprint?</p> <p>Why do we leave such big footprints? https://www.internetsociety.org/tutorials/digital-footprint-matters/module-2-start-leaving-big-footprints</p> <p>Analyze someone else's digital footprint</p>	<p>Students share ideas in class discussion</p> <p>Students view Students conduct a Google search on a public influencer (celebrities, professional athletes, etc) to analyze that person's digital footprint and see where they have been</p> <p>Students identify strengths, weaknesses of public influencer's digital footprint</p>	<p>42 mins</p>
	<p>Day 4: Teacher poses thought questions: Are digital footprints a problem? https://www.internetsociety.org/tutorials/digital-footprint-matters/module-4-digital-footprints-problem Is loss of privacy on the internet a problem?</p>	<p>Students reflect back on the past two days.</p> <p>Students view video and create a pros and cons list for digital footprints. How do we benefit? How do we suffer?</p> <p>Share the lists as a class, and discuss if the pros outweigh the cons.</p>	<p>42 minutes</p>
	<p>Day 5: Teacher introduces the next concept: Manage your identity.</p> <p>"While none of us can control everything that's known about us online, there are steps we can take to better understand our online identities and be empowered to share what we want, when we want. Since we cannot totally eliminate footprints, how can we control</p>	<p>After watching the three five minute videos and discussing them, students write about how the person they examined yesterday could make some positive changes to improve their digital footprint.</p>	<p>42 minutes</p>

	<p>them?"</p> <p>https://www.internetsociety.org/tutorials/manage-your-identity</p>		
	<p>Day 6</p> <p>Do different devices leave different footprints?</p> <p>https://www.internetsociety.org/tutorials/digital-footprint-matters/module-5-different-devices-make-different-digital-footprints</p>	<p>After going through the tutorial, students create a chart outlining different devices and the types of footprints they leave.</p>	42 minutes
	<p>Day 7/8:</p> <p>Teacher leads a class discussion: " If someone looks you up online, what do you think they would find?"</p> <p>.</p>	<p>Students participate in the discussion, then look themselves up and discuss with classmates what they discover.</p> <p>Students stand on newsprint and outline their two feet to draw their footprints. In one footprint, students define "digital footprint" using 20 words or less (GIST technique). In the second footprint, students display their own "digital footprint". Students complete a response sheet to "What does your digital footprint show about your digital presence? What might you decide to change? Why?"</p>	84 mins
	<p>Day 9:</p> <p>Teacher guides students as they present their individual digital footprints.</p>	<p>Students present their digital footprints to their peers.</p>	42 minutes
	<p>Day 10:</p> <p>Teacher makes summary points about how and why digital footprints matter. They are out there and we</p>	<p>Students view the final video.</p>	42 minutes

	<p>cannot eliminate them totally. There are ways to manage them. Wrap up the unit with this last module-</p> <p>https://www.internetsociety.org/tutorials/digital-footprint-matters/module-6-can-manage-digital-footprints</p>	<p>Students reflect on what they learned, and answer the questions below for the closure activity.</p> <p>Why is it important for you to be conscious of your digital footprint now? What impact do you want it to have on your future?</p>	
Differentiation	<p>Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who prefer video content, will be able to watch video lessons. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.</p>		
Closure	<p>Reflection: Why is it important for you to be conscious of your digital footprint now? What impact do you want it to have on your future?</p>		
ASSESSMENT			
College, Career, and Life Readiness Skills	<p>See Below</p> <p>Developed using Middle-level Life/ Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database</p>		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Uses personal digital devices appropriately	Turns off mobile devices to avoid distraction. Gives priority to social conversation and work rather than mobile device.	Gives priority to social conversation rather than mobile device.	Occasionally gives preference to mobile devices and ignores social conversation.	Constantly uses mobile devices and ignores others in conversation. Mobile device is distraction to work.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Allocates Resources to Meet Needs	Consistently plans in advance how much stock can and should be used to complete a	Correctly figures how much stock can and should be used to complete a project	Often guesses how much stock should be used to complete a project (e.g., portioning meals,	Does not understand how much stock can and should be used to complete a project (e.g.,

	project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	making a budget, having correct quantity and type of materials onsite).	portioning meals, making a budget, having correct quantity and type of materials onsite).
Contributes to Well-being of Community	Is a strong advocate for the community and always acts in a manner that benefits the community.	Understands responsibility of the individual to the community and acts in a manner that benefits the community.	Usually considers the well-being of the community even if occasionally acts in self-interest.	Favors self-interest over the well-being of the community.
Demonstrates Understanding of the System and Environment Influencing the Organization	Consistently acknowledges the economic, political, and social relationships that impact multiple levels of an organization and uses this knowledge in interactions within the group (e.g., local, national, international).	Acknowledges the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international).	Acknowledges some social relationships that impact multiple levels of an organization.	Does not acknowledge social relationships that impact multiple levels of an organization.
Sees Consequences of Actions	Consistently considers the implications and consequences of actions.	Considers the implications and consequences of actions.	Occasionally acts in ways that fail to anticipate consequences.	Acts impulsively and fails to consider consequences of actions.