**21st Century Technology Teams Unit/Project Plan**(Based upon ISTE & UbD models – Used with permission)

**NOTE: Completed Unit/Project Plan and related materials must be submitted electronically by 11/17/10.**

**NOTE2: SBSD teachers are encouraged to use Rubicon Atlas, but they must be sure they include all the items identified below.**

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| **Teachers’ Names:** Carrie Felice |
| **Grade Level(s):** 9-12 |
| **Content Area(s):** School Counseling  |
| **Unit/Project Title: What does Your Digital Footprint Say About You?** |

**Stage 1: Desired Results**

**Essential Question(s)** – What essential question(s) are you addressing?

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| What is a digital footprint and what does yours convey? Students will: Learn that they have a digital footprint and that information from it can be searched, copied and passed on, seen by an infinitely large invisible audience. They’ll be able to recognize that people’s online information can be helpful or harmful to their reputation and image, and they’ll consider their own footprints and what they’d like them to look like in the future.  |
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**Standards, GEs, and 21st Century Skills** – What do you want students to know and be able to do? You must have at least one of each of the following. (**Please** **include the descriptions for each standard, GE, and 21st Century Skill**)

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| **Content Standards:** |
| **IT Standards (NETS\*S, VT GEs): Digital Citizenship**Students understand human, cultural, and societal issues related to technology and practice legal and ethicalbehavior. Students:a. advocate and practice safe, legal, and responsible use of information and technologyb. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivityc. demonstrate personal responsibility for lifelong learningd. exhibit leadership for digital citizenship**American School Counseling Association Standards (Vermont Framework)****Standard C: Competency C1 – Acquire Personal Safety Skills****PS:C1:4 –** Demonstrate ability to set boundaries, rights and personal privacy. Students make informed, healthy choices that positively affect the health, safety, and wellbeing of themselves and others. **PS: C1.7 -** Apply effective problem solving and decision-making skills to make safe and healthy choices.  |
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**Stage 2: Assessment Evidence and Assessment Tools**

**Assessment** **Evidence** – What will students do or produce to demonstrate their mastery of each standard, GE, or skill? (**Note:** All standards, GEs, and skills listed above must be addressed).

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| **Performance Task(s):** Students will research their online presence, make adjustments and raise awareness among younger students the benefits and consequences of their digital footprint.  |
| **Other Evidence:** self- assessment of students digital footprint, classroom presentation for younger students, reflective essay |

**Assessment** **Tools** – How will you assess what students do or produce? How will students know if what they’ve done is “good enough”? (**Note:** All standards, GEs, and skills listed above must be addressed).

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| Narrative essay at end of unit, answering essential questions. |
| **Other Tools:** Narrative essay rubric - See attachment Self checklist – see attachment |

**Stage 3: Learning Plan**

**Overview** – This is a **short summary** of the lesson or unit including assignments or possible products.

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| The purpose of this plan is to have students understand the importance of a positive digital footprint and how to use social networking appropriately. Students will identify and discuss their understanding of the comparison between the physical community and the cyber community, including their behaviors within those communities. 1. Begin with reading (wall street journal article) about the use of digital footprints in college admissions and job searches. Explore other articles and videos on the subject. Small group discussions.
2. Have students conduct a search of themselves using google, isearch and others. (students may pair up if they’re comfortable). Note their findings, what’s positive, negative, surprises?
3. Take steps to create positive footprint. Check social networking settings, possibly create a blog or website so that it comes up first in a google search.
4. In small groups – work on lesson digital footprint lesson for 6th grade class.
5. Self –assessment
6. Reflective essay.
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**Resources** – What resources will you use in your project (e.g., digital tools, web pages, print resources, etc.)?

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| <http://www.npr.org/templates/story/story.php?storyId=95816710><http://www.allfacebook.com/keeping-your-facebook-profile-professional-2008-10><http://blogs.techrepublic.com.com/10things/?p=851><http://www.eschoolnews.com/2009/05/12/colleges-scan-facebook-during-admissions/><http://online.wsj.com/article/SB122170459104151023.html><http://www.adobe.com/education/designschools/careers/digital-footprint.html>Hanging Out, Messing Around, and Geeking Out- Kids Learning and Living with New Media.Me and My Web Shadow- How to Manage Your Reputation Online – Anthony Mayfield. |

**Preparation** – What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?

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| Students need to be at least somewhat computer savvy. Have knowledge of social networking. Some students (I expect very few) will not have much of a footprint at all. There are still quite a number of student in our area without internet access at home. Student will also have to have an understanding of basic personal safety and healthy decision making skills. 12th graders should have this understanding.  |

**Management** – What strategies will you use to manage the project (e.g., benchmarks for tracking student progress, plans for grouping students, a scheme for allocating and sharing technology, etc.)? How and where will your students work (e.g., classroom or lab, individually or in groups, etc.)?

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| I will be working with 12th grade English classes on this unit. The activities will be divided between individual and small group. We will be using laptops in the classroom.  |

**Timeline for Instruction and Activities** – List the learning activities you will use and provide a timeline that indicates what students must complete and by when.

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| 3 class periods (80 minutes) Project introduction and discussion, including short reading and video – 1 class period (80 minutes) Early January.Homework – self search – take notes- ready for follow up discussion a couple days later.Second and third class period- follow up discussion, time to work on creating positive footprint, divide into small groups to work on lesson for younger students. |

**Instructional Strategies –** Describe how you will use any of the strategies listed below in your unit/project. **NOTE:** You don’t have to use them all!

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| **Project-Based Learning:** The whole unit is project based.  |
| **Differentiated Instruction:**  |
| **Inquiry-Based Learning:**  |
| **Constructivism:**  |
| **Learning Centers:**  |
| **Collaborative Groups:** Working with a partner and in small groups will help them practice collaborative skills.  |
| **Other:**  |

**Closure and Reflection** – How will you wrap up the unit (e.g., a culminating activity)? How will students reflect upon their work?

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| Discussion at the end of activity: What did you learn? What were the challenges with projects? What were there any aha moments for you? Did you learn something that surprised you? Do you feel that you were successful in conveying the information to younger students? Reflective essay. |

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