

**Teacher's Name: Ms. Ticey Little**

**Domain: Career Preparedness**

**Date Range: November 04, 2024 – November 08, 2024**

**ACOS Standard:**

12a - Explain the consequences of inappropriate, illegal, and unethical use of technology systems and digital content. Examples: cyberbullying, plagiarism, phishing, hoaxes, impersonation, baiting, spoofing, inappropriate sexual communications

12d - Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance.

12e - Cite sources of digital content using a style manual. Examples: Modern Language Association (MLA), American Psychological Association (APA)

FS3 - Demonstrate comprehension and application of written information in a workplace setting.

**Student Friendly Outcome:**

I CAN explain the consequences of inappropriate, illegal, and unethical use of technology systems and digital content.

I CAN critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance.

I CAN cite sources of digital content using a style manual.

Monday	Tuesday	Wednesday	Thursday	Friday
Think-Pair-Share		Think-Pair-Share		Unit 1:
EverFi- Honor Code: Bullying Prevention		EverFi: Ignition: Digital Wellness & Safety		1.04, 1.05, 1.06
Exit Ticket		Exit Ticket		Test

# Curriculum Guide

## COURSE DESCRIPTION

Positive school climates are critically important for students to achieve their full academic and personal potential. But bullying can negatively impact students' sense of social, emotional, and physical safety - key components of a positive school climate. *Honor Code* takes a practical approach to bullying prevention by empowering students to create change, whether they're engaging in bullying, on the receiving end of it, or witnessing it in their school.

*Honor Code* helps students identify their unique talents, grow their resilience in the face of adversity, and build strong connections with others. The same skills students learn to discourage bullying today can also help them become the influential leaders of tomorrow.

Each of the five evidence-informed lessons provide actionable techniques for students whether they experience, engage in or witness bullying behavior. Each lesson contains a pre- and post-assessment to gauge knowledge gain, and the course contains a pre- and post-survey to track attitudinal and behavioral change.

In addition, the *Honor Code* program offers an offline Capstone Project, which allows students to apply what they've learned in the digital course and take the lead in creating a positive school community.

## COURSE OVERVIEW

TOPIC	DESCRIPTION
Defining bullying behavior	Students learn to identify the different types of bullying and learn the potential consequences of bullying, to individuals and communities.
Recognizing leadership potential in oneself	Students learn the social reasons bullying happens. They'll explore how best to treat themselves and others with respect and lead by example, by breaking negative social norms around bullying and building positive norms.
Practicing upstander intervention	Students will learn tactics and reasons to go from bystander to upstander while maintaining their own safety and gaining self-efficacy.

<b>Developing a sense of resilience</b>	Students will be able to identify potential risk factors that may make them more likely to perpetrate or be a target of bullying. Then, they'll learn specific emotional management techniques to help them stop bullying or handle/prevent being victimized.
<b>Contributing to a positive school community</b>	Students will reflect on why community matters, learn how to be part of an inclusive team and identify their own unique role in their school community.

## COURSE STRUCTURE

Pre-survey	Introduction	Lesson 1: Relationships	Lesson 2: Leadership	Lesson 3: Resilience	Lesson 4: Courage	Lesson 5: Community	Capstone Project	Post-survey
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## DETAILED COURSE OUTLINE

Before diving into the modules, students are introduced to the idea that they can personally impact change in their school community.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Introduction</b>	Students are asked questions to help them consider what their world looks like now and are encouraged to think about their personal power to impact change.
<b>Positive Environment</b>	Students learn how they, their classmates and their school community are all interconnected and how positive communities are built.
<b>Summary</b>	Students are encouraged to think about how they can create positive relationships and be part of a strong, supportive community.

### Lesson: Relationships

Students learn to identify the different types of bullying and learn the potential consequences of bullying, to individuals and communities.

#### Learning Objectives

*Students will be able to...*

- Define bullying.
- Describe the potential consequences of bullying.
- Differentiate negative and positive social behaviors.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Introduction</b>	Students explore the differences between positive and negative school communities.
<b>Bullying Information</b>	Students learn what bullying is and how to differentiate the different types of bullying.
<b>Consequences of Bullying</b>	Through personal character stories, students explore the different possible consequences of experiencing, witnessing or perpetrating bullying.
<b>Personal Reflection</b>	Students have an opportunity to reflect on personal experiences with bullying and how positive relationships in their lives look.
<b>Summary</b>	Students discover how bullying impacts individuals who experience, perpetrate, or witness it. They also learn the benefits of a positive community and that they can impact their world.

### Lesson: Leadership

Students learn the social reasons bullying happens. They'll explore how best to treat themselves and others with respect and lead by example, by breaking negative social norms around bullying and building positive norms.

### Learning Objectives

*Students will be able to...*

- Describe methods to prevent bullying from being the norm.
- Explain risk factors that can lead to bullying.
- Explain how school members can contribute (together and individually) to a positive school climate.
- Differentiate negative and positive social behaviors.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Introduction</b>	Students learn to debunk common myths about what it means to be a leader and explore how everyone can be a leader.
<b>Social Norming</b>	Students learn how social norming works to create a negative or positive school community, and how their actions contribute to the community around them.
<b>Positive Environment</b>	Students explore examples of how to respond when they overhear characters perpetuating negative social norms and how actions can change norming.
<b>Different Perspectives</b>	Students explore what it looks like to take different perspectives on the same situation. They also learn how to look beyond preconceptions to create connections with others.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Personal Reflection	Students have an opportunity to reflect on past mistakes in the way they treated others, as well as look forward and figure out how they can personally contribute to a positive community.
Summary	Students learn ways to reach out and build connections and Summary why it's important to help set the tone they want to see in their school.

## Lesson: Resilience

Students will be able to identify potential risk factors that may make them more likely to perpetrate or be a target of bullying. Then, they'll learn specific emotional management techniques to help them stop bullying or handle/prevent being victimized.

## Learning Objectives

*Students will be able to...*

- Explain risk factors that can lead to bullying.
- Identify emotional management techniques to handle underlying issues that can lead to bullying.
- Differentiate negative and positive social behaviors.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Introduction	Students learn what resilience means and how to build it.
Risk Factors	Students learn the risk factors that can make it more likely someone will experience or perpetrate bullying. Then they learn how to manage risk factors to lessen their impact.
Emotional Management	Students encounter characters facing challenges related to bullying and risk factors, then practice management techniques to conquer those challenges.
Reaching Out	Students learn why apologizing for past actions matter and then see examples of what can happen when characters take action to conquer challenges in their lives.
Resilience and a Sense of Purpose	Students are presented with a series of questions to ask themselves about what they want in the future. Then they learn ways to help achieve their goals, build a sense of purpose in their lives, and grow resilience.
Personal Reflection	Students have an opportunity to reflect on challenges they've faced and management techniques that could help. They also reflect on what makes them unique and how they can use that talent.
Summary	Students are reminded that their current experience is only temporary, then prompted to think about where they want to go in the future.

## Lesson: Courage

Students will learn tactics and reasons to go from bystander to upstander while maintaining their own safety and gaining self-efficacy.

### Learning Objectives

*Students will be able to...*

- List techniques to handle bullying when it does occur (to them or someone else).
- Identify trusted adults who can help when necessary.
- Differentiate negative and positive social behaviors.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Introduction	Students learn how their actions can make a difference in someone else's life and in their community.
Going from Bystander to Upstander	Students learn various ways they can be an upstander and what to keep in mind when helping someone.
Upstander Actions	Students practice scenarios to safely take action when they see someone in need. Options include tactics for various social references and provide feedback when a choice is made.
Trusted Adults	Students learn why it's important to get help from an adult in certain situations, who they can go to and what to say. They also see various examples of ways to talk about the situation, in order to get the help they want.
Personal Reflection	Students have an opportunity to reflect on ways to take action if they see someone in need, as well as how to advocate for themselves.
Summary	Students explore the many ways to be courageous and understand how taking action can impact others as well as themselves.

## Lesson: Community

Students will reflect on why community matters, learn how to be part of an inclusive team and identify their own unique role in their school community.

### Learning Objective

*Students will be able to...*

- Explain how school members can contribute (together and individually) to a positive school climate.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Introduction</b>	Students learn what makes up a community and their role within it. They also learn how they can stand up as a leader and help shape the community they want to see.
<b>Positive School Climate</b>	Students learn why making connections matters and how to make new connections in their community.
<b>Learning about the Team</b>	Students are introduced to a group of characters, learning about their skills and dreams.
<b>Completing the Task</b>	Students assign roles to the characters for two different tasks, getting feedback on the best way to utilize everyone's unique skills and how the strongest leaders also know how to follow.
<b>Managing Conflict</b>	Students help the characters manage conflict that arises in their projects, so that disagreements don't devolve into bullying. They learn there is more than one way to resolve a conflict.
<b>Personal Reflection</b>	Students have the opportunity to reflect on how their own talents and strengths make them valuable to a team, and how they can use those skills to help build a stronger school community.
<b>Summary</b>	Students are empowered to lead the change they want to see in their community, and they're reminded of why reaching out and making connections with others can build a stronger team.

### Capstone Project (offline component)

Students will take the lead in creating a positive school community by identifying areas of concern, then use the insights to create an action plan for preventing and addressing bullying and promoting inclusion and a positive school community.

### Learning Objective

*Students will be able to...*

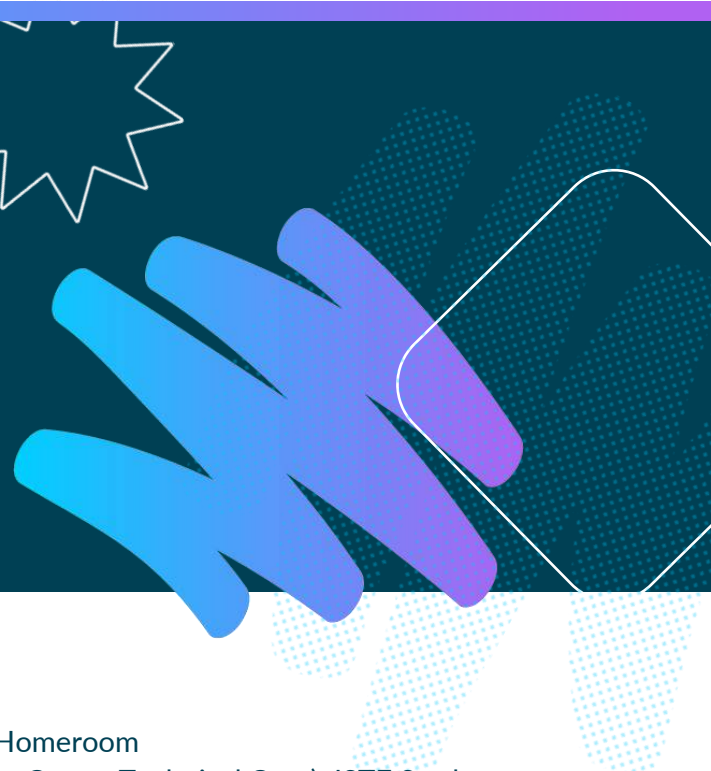
- Explain how school members can contribute (together and individually) to a positive school climate.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Gather a Group of Students to Participate</b>	Students volunteer to take the lead in creating a more inclusive, positive school community and take steps to recruit other classmates - including those outside their own social groups - to participate.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Identify Ways Bullying Happens</b>	Students participate in discussions to determine where the school community has room for improvement related to bullying and inclusion.
<b>Brainstorm Ways to Impact Change</b>	Utilizing ideas and examples from the Student Facilitation Guide, students brainstorm ways to address the issues they identified.
<b>Implement Anti-Bullying Strategies</b>	With the assistance of their Educator Facilitator and the school administration, students take the lead in implementing strategies they brainstormed to impact positive change in their community.
<b>Evaluate Effectiveness and Adjust Strategies Accordingly</b>	Once strategies have been put in place, students work with their Educator Facilitator to evaluate effectiveness and adjust the strategies if they're not seeing the expected impact.



# Curriculum Guide



- **Recommended Grade Level:** 6–9
- **Modular Design:** 6 Lessons, each 20–25 minutes
- **Subject Fit:** CTE, Computer Science, Health, Library Science, Homeroom
- **Standards Alignment:** CASEL SEL Framework, CCTC (Common Career Technical Core), ISTE Student Standards

## COURSE DESCRIPTION

Middle school students are part of a generation often referred to by the media as “digital natives” and their digital use often outpaces adults (especially in new platforms and technologies). But research shows that they often don’t know - or don’t follow - precautions to protect themselves and their data online. Students in middle school are susceptible to cyberbullying (which peaks at this age group), as well as “social comparison” (the phenomenon of comparing yourself to others online image and finding yourself lacking). Research shows that they use digital resources regularly, but aren’t very savvy about understanding how to evaluate sources. And many in this age group express a desire to disconnect sometimes - but don’t always know how to take a break.

The rebooted Ignition course tackles some of the most pressing digital issues facing middle schoolers today, preparing them to be better digital citizens for their lifetime. It provides students with the skills they need to safely and confidently navigate the digital world. The course encourages students to take practical steps to protect their own privacy and safety online, while also teaching them how to evaluate content for accuracy, perspective, and motive. Ignition acknowledges the benefits of a digital community and resources, while teaching learners to successfully navigate pitfalls inherent in the digital space.

Each of the six evidence-informed lessons provides actionable techniques to improve how learners use their online communities, emphasizing safety, privacy, and when to get help from an adult. Each lesson contains a pre- and post-assessment to gauge knowledge gain, and the course contains a pre- and post-survey to track attitudinal and behavioral change.

## COURSE OVERVIEW

### TOPIC

Understanding online image

Managing online relationships

Understanding digital footprint

Managing personal information (including location tracking)
Understanding the benefits and risks of online and offline time
Recognizing digital dependency and when to take action
Protecting digital data
Recognizing digital threats
Understanding digital rights, restrictions, and responsibilities
Knowing how to evaluate online content

## COURSE STRUCTURE

Pre-survey	Connections and Community	Safety and Privacy	Screen Time vs. Offline Time	Technology and Data	Rights and Literacy	Evaluating Content	Post-survey
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Each lesson is approximately 20–25 minutes. Lessons are modular and do not need to be taken in order.

## KEY LEARNING OBJECTIVES

*After taking this course, students will be able to...*

- Differentiate the negative and positive aspects of an online community.
- Identify methods to engage with others online in a respectful manner.
- List steps to keep personal information private online.
- Explain what a digital footprint is and how it's created.
- Identify when to seek help from a trusted adult.
- Identify and describe digital rights and restrictions.
- Differentiate between created and curated content.
- Describe how to evaluate content for accuracy and bias.
- Identify methods to differentiate accurate search results from inaccurate or sponsored content.
- Describe the potential consequences of spending a lot of time online.
- Identify methods to create a healthy balance between online and offline time.
- List steps to protect digital data from compromise.
- Identify potential phishing messages and signs of malware.

## SUGGESTED SUBJECT FIT

The objectives covered in Ignition: Digital Wellness & Safety touch a variety of course standards. The course has been designed with this in mind and educators will find that certain lessons may align better with specific subject areas.

SUBJECT FIT	IGNITION LESSON
CTE, Health, Homeroom	Lesson 1: Connections and Community Lesson 3: Screen Time vs. Offline Time
CTE, Computer Science	Lesson 2: Safety and Privacy Lesson 4: Technology and Data

## DETAILED COURSE OUTLINE

Before diving into the lessons, students are presented with a high-level introduction and given the chance to choose an avatar that will follow them through the course.

### Lesson: Connections and Community

Students learn about the permanence of their online posts and how to manage online relationships (including instances of cyberbullying, harassment, or “digital drama”).

#### Learning Objectives

*Students will be able to...*

- Differentiate the negative and positive aspects of an online community.
- Identify methods to engage with others online in a respectful manner.
- Describe the potential consequences of spending a lot of time online.
- Identify methods to create a healthy balance between online and offline time.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Story Set-Up	Students meet a character who they follow through the lesson and see how her online post travels far beyond where she originally intended.
Digital Reach	Students help the character respond to digital comments on her post. In the process, they learn more about digital risks, protecting privacy, avoiding digital fights, and dealing with cyber-bullying.
Digital Impression	Students explore the timelines of characters who responded to the post, seeing the difference between an online persona and real life. They help the characters make decisions to improve their situations, in the process learning more about apologizing when you hurt someone online, avoiding “social comparison” and “emotional contagion,” and getting help when you need it.
Digital Poll	Students take a poll about their online use and see how other students their age responded, too.
Digital Tips	Students get tips that summarize the key points of the lesson: thinking before posting, remembering that digital impressions aren’t all real, and getting help when they need it.
Conclusion	Students get a recap on important ways to build a strong online community and digital impression.

### Lesson: Safety and Privacy

Students learn what a digital footprint is, how to protect their personal information, why to be wary of digital tracking, and how to get help when they need it.

#### Learning Objectives

*Students will be able to...*

- List steps to keep personal information private online.

- Explain what a digital footprint is and how it's created.
- Identify when to seek help from a trusted adult.
- List steps to protect digital data from compromise.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Story Set-Up	Students meet a character who they follow through the lesson and see the types of things he does online.
Digital Footprints	Students learn about active and passive digital footprints. They also learn what identity theft is, how it can happen, and the potential consequences.
Digital Footprint Exploration	Students return to the character and explore how his data might be gathered, used, or shared at each of the places he went online.
Privacy and Data	Students help the character set up a new social network account, making choices about his profile and settings. Along the way, they learn about protecting their privacy and how online location tracking works.
Online Accounts	Students help the character respond to messages through his online account. Along the way, they learn about what to do when someone they don't know contacts them, why not to share passwords, and why to be careful about what images they share (even with friends).
Digital Poll	Students take a poll about how they manage their data and privacy and see how other students their age responded, too.
Digital Tips	Students get tips that summarize the key points of the lesson: making their settings private, avoiding over-sharing, and getting help when needed.
Conclusion	Students get a recap on taking control of their online privacy and safety.

## Lesson: Screen Time vs. Offline Time

Students learn the benefits and risks of online time, as well as ways to identify if they spend too much time online and how to manage their online time.

### Learning Objectives

*Students will be able to...*

- Differentiate the negative and positive aspects of an online community.
- Identify when to seek help from a trusted adult.
- Describe the potential consequences of spending a lot of time online.
- Identify methods to create a healthy balance between online and offline time.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Story Set-Up	Students meet a character who they follow through the lesson and see what she does online in a normal day.
Finding Balance	Students learn that many kids their age want to disconnect sometimes, how too much online time can hurt them, and how too much online time can impact their brain activity.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Online/Offline Balance	Students return to the events of the character's day and explore the benefits and pitfalls of spending time online, including not texting while walking or driving.
Digital Overuse	Students learn how digital overuse can impact their mental health, physical health, and relationships.
Identifying Imbalance	Students learn about signs that could indicate they're spending too much time online.
Balance Challenge	Students take the Balance Challenge Game. After choosing a character, they proceed through three increasingly challenging levels, helping their character accomplish tasks, while making choices about how to balance their online and offline time. After each level, they receive feedback.
Ways to Find Balance	Students learn techniques to help manage their online time, how companies use brain science to make people more dependent on being online, and when to get help.
Balance Tracker	Students estimate how much time they spend on online and offline activities, then get feedback about their balance.
Digital Poll	Students take a poll about online versus offline time and see how other students their age responded, too.
Digital Tips	Students get tips that summarize the key points of the lesson: finding a good online/offline balance, managing distractions, and getting help when needed.
Conclusion	Students get a recap on how to find a good balance between their online and offline time.

## Lesson: Technology and Data

Students learn how to protect their data online, how to recognize and avoid online threats, and how to create a secure password.

### Learning Objectives

*Students will be able to...*

- List steps to keep personal information private online.
- List steps to protect digital data from compromise.
- Identify potential phishing messages and signs of malware.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Story Set-Up	Students meet a character who they follow through the lesson and watch him join a new online game with a friend.
Points of Compromise	Students explore online benefits, as well as how the character's data could be vulnerable to compromise through various things he does online.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Strong Passwords</b>	Students see the password the character has created for his new game account and deconstruct why it's not a good password. Then they learn how to create strong passwords and practice making their own.
<b>Malware</b>	Students watch as the character accidentally downloads malware onto his computer. Then they learn how to recognize signs of potential malware and what to do if they think their device has been infected.
<b>Phishing</b>	Students explore online messages to locate signs of phishing. Then they help the character decide what to do with each message to avoid malware.
<b>Data Collection and Access</b>	Students watch as the character allows an app to access his account, then learn how apps access and use data.
<b>Digital Poll</b>	Students take a poll about protecting their data and see how other students their age responded, too.
<b>Digital Tips</b>	Students get tips that summarize the key points of the lesson: creating strong passwords, avoiding bad links and downloads, and not giving apps too much access.
<b>Conclusion</b>	Students get a recap on how to safeguard their personal information and data.

## Lesson: Rights and Literacy

Students learn how to responsibly create or co-create content online, including their rights, responsibilities, and restrictions.

### Learning Objectives

*Students will be able to...*

- Differentiate the negative and positive aspects of an online community.
- Identify and describe digital rights and restrictions.
- Differentiate between created and curated content.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Story Set-Up</b>	Students meet two characters who they follow through the lesson and see how the video they created goes viral.
<b>Digital Rights</b>	After exploring how the characters' video was shared, students learn more about the digital rights of expression and association.
<b>Digital Restrictions</b>	Students explore the various problems with the characters' video, answering questions about how to fix the video to make sure it doesn't violate any laws or policies. Along the way, students learn about creative commons, copyrighted material, and the best way to use friends' images.
<b>Copyright</b>	Students make choices about what they think are copyright violations, learn more about how copyright works, and explore how they can properly use material.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Digital Benefits	Students see what happens after the characters fix the video and then learn about the various benefits of digital creating or co-creating.
Digital Poll	Students take a poll about digital rights and restrictions and see how other students their age responded, too.
Digital Tips	Students get tips that summarize the key points of the lesson: how to use online content, how to respect their relationships (by not using friends' content/images without permission), and who to ask for help in determining how to use content.
Conclusion	Students get a recap on their digital rights, restrictions, and responsibilities.

## Lesson: Evaluating Content

Students learn how to conduct effective searches online, how to evaluate content for accuracy and perspective, and how to differentiate news from native ads.

### Learning Objectives

*Students will be able to...*

- Describe how to evaluate content for accuracy and bias.
- Identify methods to differentiate accurate search results from inaccurate or sponsored content.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Story Set-Up	Students meet a character who they follow through the lesson and see how he uses his devices to keep up with news and search for information.
Benefits of Digital Information	Students explore the different news sources the character uses and look at the benefits of digital information. Then they learn the difference between primary and secondary sources and the strengths and weaknesses of each type of source.
Evaluating Sources	Students follow the character as he does online research for a paper and help him evaluate whether or not to trust the search results he finds. Along the way, they learn how to look for experience, credentials, bias, as well as how to know when a source is accurate.
Crediting and Plagiarism	Students learn how to credit information, why it's important to incorporate their own ideas, and how to avoid plagiarizing.
Using Technology Responsibly	Students get important tips on how to use their devices responsibly at school.
Evaluating Sources	Students follow the character as he gets information texted to him and help him evaluate how to know whether something someone shares is true. Then they explore ways to verify information and identify clues that suggest bias.
Digital Poll	Students take a poll about evaluating content and see how other students their age responded, too.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
<b>Digital Tips</b>	Students get tips that summarize the key points of the lesson: how to do effective online searches, why it's important to check credentials, and how to verify information.
<b>Conclusion</b>	Students get a recap on why it's important to carefully evaluate online content.