Course/Subject: Digital Citizenship Grade Level: K - 12

Textbook(s) / Instructional Materials Used:

Big Idea: Cyberbullying (posting, online discussions, think before posting), searching for content, basic safety/security (passwords/clicking permissions), online footprint, social media, sourcing information, boundaries between home/school.

Kindergarten - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Information Literacy, Creative Credit & Copyright

Empowered Learner	<u>Digital</u> <u>Citizenship</u>	Knowledge Constructor	Innovative Designer	Creative Communicator	Global Collaborator	Vocabulary	Essential Questions	<u>Objectives</u>
Students	Students	Students	Students	Students	Students use	internet	How do you	Students will be
leverage	Recognize the	critically	use a	communicate	digital tools to	online	go places	able to
technology to	rights,	curate a	variety of	clearly and	broaden their	website	safely on	
take an active	responsibilities,	variety of	technologie	express	perspectives	dictionary	the	Discover that
role in	and	resources	s within a	themselves	and enrich	search	computer?	the Internet can
choosing,	opportunities of	using digital	design	creatively for a	their learning	private		be used to visit
achieving, and	living, learning,	tools to	process to	variety of	by	username	How can	far-away places
demonstrating	and working in	construct	identify and	purposes using	collaborating	time capsule	you use the	and learn new
competency in	an	knowledge,	solve	the platforms,	with others	credit	alphabet to	things.
their learning	interconnected	produce	problems	tools, styles,	and working	original	find things	Camanana ha
goals,	digital world,	creative	by creating	formats, and	effectively in	self-portrait	online?	Compare how
informed by the learning	and they act and model in	artifacts, and make	new, useful, or	digital media	teams locally	publish	What kinds	staying safe online is similar
sciences.	ways that are	meaningful	imaginative	appropriate to their goals.	and globally.	message email	of	to staying safe
Sciences.	safe, legal, and	learning	solutions.	tileli goals.	Use digital	eman	information	in the real
Build	ethical.	experiences	Solutions.	Choose the	tools to		should you	world.
networks and	Ctilical.	for	Know and	appropriate	connect with		keep to	world.
customize	Cultivate and	themselves	use a	platforms and	learners from		yourself	Explain rules for
their learning	manage their	and others.	deliberate	tools for meeting	a variety of		when you	traveling safely
environments	digital identities		process for	the desired	backgrounds		use the	on the Internet.
in ways that	and	Plan to	generating	objectives of	and cultures,		internet?	
support the	reputations	employ	ideas,	their creation or	engaging with			Learn how to
learning	and are aware	effective	testing	communication.	them in ways		How can	search online

		T	T	T		T	T	T
process.	of the	research	theories,		that broaden		you give	by using the
	permanence of	strategies to	creating	Create original	mutual		credit to	alphabet.
Use	their actions in	locate	innovative	works or	understanding		your own	
technology to	the digital	information	artifacts, or	responsibly	and learning.		creative	Understand
seek feedback	world.	and other	solving	repurpose or			work?	how to search
that informs		resources for	authentic	remix digital	Use			for a specified
and improves	Engage in	their	problems.	resources into	collaborative		How you	letter of the
their practice	positive, safe,	intellectual or		new creations.	technologies		connect	alphabet on a
and to	legal, and	creative	Select and		to work with		with others	children's
demonstrate	ethical	pursuits.	use digital	Communicate	others,		through	dictionary site.
their learning	behavior when		tools to	complex ideas	including		email?	
in a variety of	using	Curate	plan and	clearly and	peers,			Recognize the
ways.	technology,	information	manage a	effectively by	experts, or			kind of
•	including social	from digital	design	creating or using	community			information that
Understand	interactions	resources	process	a variety of	members, to			is private.
the	online or when	using a	that	digital objects	examine			'
fundamental	using	variety of	considers	such as	issues and			Understand that
concepts of	networked	tools and	design	visualizations,	problems from			they should
technology	devices.	methods to	constraints	models, or	multiple			never give out
operations,		create	and	simulations.	viewpoints.			private
demonstrate	Demonstrate	collections of	calculated					information on
the ability to	an	artifacts that	risks.	Publish or	Contribute			the Internet.
choose, use	understanding	demonstrate		present content	constructively			
and	of and respect	meaningful		that customizes	to project			Learn to create
troubleshoot	for the rights	connections		the message and	teams,			effective
current	and obligations	or		medium for their	assuming			usernames that
technologies	of using and	conclusions.		intended	various roles			protect their
and are able	sharing			audiences.	and			private
to transfer	intellectual	Build			responsibili-			information.
their	property.	knowledge			ties to work			
knowledge to	proporty:	by actively			effectively			Define the term
explore	Manage their	exploring			toward a			credit.
emerging	personal data	real-world			common goal.			or care.
technologies.	to maintain	issues and			John John Godi.			List some
toomiologico.	digital privacy	problems,			Explore local			reasons why
	and security	developing			and global			credit is
	and are aware	ideas and			issues and			important for an
	of data-	theories and			use			artist.
	collection	pursuing			collaborative			artiot.
	technology	answers and			technologies			Give
	used to track	solutions.			to work with			themselves
	used to track	Solutions.			IO WOIK WILLI			HICHISCIVES

their navigation online.	n l	others to investigate solutions.	proper credit on their own work.
			Understand that the Internet provides a means of communicating with real people.
			Describe how email messages are sent and received.
			Demonstrate an appreciation of how real people send messages to one another on the Internet.

Grade 1 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Information Literacy

Empowered Learner	Digital Citizenship	Knowledge Constructor	Creative Communicator	Global Collaborator	Vocabulary	Essential Questions	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in	Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an	Students critically curate a variety of resources using digital tools to construct knowledge,	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	safe caution right digital footprint trail permanent online cyberbullying	How do you stay safe when you visit a website? What information is OK to	Students will be able to Understand that being safe when they visit websites is similar to staying safe in

the learning sciences. and model in ways that are safe, legal, and learning ways that are safe ways that ar	ern to cognize bsites that good for m to visit.
informed by the learning sciences. Informed by the learning sciences. Informed by the learning sciences. Informed by the learning sciences and sciences. Informed by the learning subject sciences, and make sciences and sciences. Informed by the learning subject sciences, experts, or community members, safe, legal, and learning sciences and sciences. Informed by the learning subject sciences and sciences and sciences and sciences are community members, safe, legal, and sciences are community members, sciences are community members, safe, legal, and sciences are community members, safe, legal, and sciences are community members, sciences are community members, safe, sciences are community members, sciences are commun	ognize bsites that good for m to visit. cognize if
the learning sciences. and model in ways that are safe, legal, and learning ways and learning ways that are safe, legal, and learning ways that are safe ways that are safe, legal, and learning ways that are safe ways that are	ognize bsites that good for m to visit. cognize if
sciences. ways that are safe, legal, and learning platforms and tools to examine issues and websites are safe, legal, and learning platforms and tools to examine issues and solutions.	bsites that good for m to visit. cognize if
safe, legal, and learning platforms and tools to examine issues and you do are g	good for m to visit.
	m to visit.
Articulate and lethical experiences for meeting the problems from multiple when them	cognize if
Articulate and ethical. experiences for meeting the problems from multiple when them	
set personal for desired objectives of viewpoints. someone is	
learning Cultivate and themselves their creation or mean to Reco	
goals, develop manage their and others. communication. Contribute you online? they	y should ask
strategies digital identities constructively to an a	adult they
leveraging and Plan to Publish or present project teams, Which trust	st before they
technology to reputations employ content that assuming various keywords visit	it a particular
achieve them and are aware effective customizes the roles and will give site.	
and reflect on of the research message and responsibilities to work you the	
the learning permanence of strategies to medium for their effectively toward a best search Lear	arn that the
process itself their actions in locate intended audiences. common goal. results? information results?	ormation they
to improve the digital information put of	online
learning world. and other Explore local and What leave	ves a digital
outcomes. resources for global issues and use makes a footp	tprint or
Engage in their collaborative website the "trail"	ıil".
Build positive, safe, intellectual or technologies to work right site for	
networks and legal, and creative with others to you? Explo	olore what
customize ethical pursuits. investigate solutions. information	ormation is
their learning behavior when appr	propriate to
environments using Evaluate the be p	put online.
in ways that technology, accuracy,	
support the including social perspective, Anal	alyze online
learning interactions credibility, beha	naviors that
process. online or when and could	ıld be
using relevance of cons	nsidered
	erbullying.
technology to devices. media, data,	
	olain how to
	al with a
	erbullying
	uation.
and to digital privacy information	
	cognize the
	oortance of
in a variety of of data- using a enga	gaging a

ways.	collection	variety of			trusted adult
	technology	tools and			when they
Understand	used to track	methods to			experience
the	their navigation	create			cyberbullying
fundamental	online.	collections of			
concepts of		artifacts that			Understand the
technology		demonstrate			function of
operations,		meaningful			keywords and
demonstrate		connections			keyword
the ability to		or			searches.
choose, use		conclusions.			oodronoo.
and		CONTOINGUIONO.			Apply their
troubleshoot		Build			chosen
current		knowledge			keywords to find
technologies		by actively			the information
and are able					
I .		exploring real-world			they are looking for on the
to transfer					
their		issues and			Internet.
knowledge to		problems,			
explore		developing			Identify and
emerging		ideas and			explore different
technologies.		theories and			features of an
		pursuing			informational
		answers and			website.
		solutions.			
					Understand that
					not everyone
					will rate a
					website the
					same way.
					Evaluate
					whether they
					like or dislike
					features of a
					site.
					ono.

Grade 2 - Topics Covered: Privacy & Security, Relationships & Communication, Information Literacy

Empowered Learner	Digital Citizenship	Knowledge Constructor	Innovative Designer	Creative Communicator	Global Collaborator	Vocabulary	Essential Questions	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Build networks and customize their learning environments in ways that support the learning process. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies	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. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. Build knowledge by actively exploring	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems. Select and use digital tools to plan and manage a design process that considers	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Create original works or responsibly repurpose or remix digital resources into new creations. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. Publish or present content that customizes	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	password protect secure online Internet community purpose product advertise respectful tone edit email header greeting body closing signature	How do you create a secure password? How does the Internet connect you to others? How do some websites try to get you to buy things? How can you make sure your emails are clear and respectful? How is writing an email similar to or different from writing a letter?	Students will be able to Understand the functions of passwords. Identify strategies for creating and protecting secure passwords. Create their own secure passwords. Consider what it means to go online and use the Internet. Compare and contrast how they are connected to different people and places, in person and on the Internet. Demonstrate an understanding of how people can connect on the Internet by drawing a map

			ivacy & Security, Rela Information Literacy,			bullying & Digita	letter/email writing. Compare and contrast the format of letter writing to that of writing emails.
ISTE Standards: Empowered Learner	<u>Digital</u> <u>Citizenship</u>	Knowledge Constructor	Computational Thinker	Global Collaborator	<u>Vocabulary</u>	Essential Questions	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning	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. Cultivate and manage their digital identities and reputations and are aware of the	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Plan to employ effective research	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. Understand how automation works and use algorithmic	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding	responsibility community digital citizen register (online) personal information private information identity theft cyberbully keywords precise results page synonyms alternative plagiarism citation respect	What kinds of responsibilities does a good digital citizen have? How can you protect yourself from online identity theft? What should you do when someone uses mean or scary language on the Internet? Which keywords will give you the best search results?	Students will be able to Reflect upon their offline responsibilities. Examine their online responsibilities. Learn that good digital citizens are responsible and respectful in the digital world. Learn about the benefits of sharing information online, but also about the safety

			T		T		
in a variety of	permanence of	strategies to	thinking to develop a	and learning.		How can you	and security
ways.	their actions in	locate	sequence of steps to			show respect	risks of sharing
	the digital	information	create and test	Use collaborative		for other	certain types of
Understand	world.	and other	automated solutions.	technologies to		people's work?	information.
the		resources for		work with others,			
fundamental	Engage in	their		including peers,			Understand
concepts of	positive, safe,	intellectual or		experts, or			what type of
technology	legal, and	creative		community			information can
operations,	ethical	pursuits.		members, to			put them at risk
demonstrate	behavior when			examine issues			for identity theft
the ability to	using	Evaluate the		and problems			and other
choose, use	technology,	accuracy,		from multiple			scams.
and	including social	perspective,		viewpoints.			
troubleshoot	interactions	credibility,		•			Distinguish
current	online or when	and		Contribute			between
technologies	using	relevance of		constructively to			personal
and are able	networked	information,		project teams,			information,
to transfer	devices.	media, data,		assuming			which is safe to
their		or other		various roles and			share online,
knowledge to	Demonstrate	resources.		responsibilities to			and private
explore	an			work effectively			information,
emerging	understanding	Curate		toward a			which is unsafe
technologies.	of and respect	information		common goal.			to share.
	for the rights	from digital					
	and obligations	resources		Explore local and			Empathize with
	of using and	using a		global issues			those who have
	sharing	variety of		and use			received mean
	intellectual	tools and		collaborative			and hurtful
	property.	methods to		technologies to			messages.
		create		work with others			J
	Manage their	collections of		to investigate			Judge what it
	personal data	artifacts that		solutions.			means to cross
	to maintain	demonstrate					the line from
	digital privacy	meaningful					harmless to
	and security	connections					harmful
	and are aware	or					communication
	of data-	conclusions.					online.
	collection	23.13.33.010.10.					
	technology	Build					Generate
	used to track	knowledge					solutions for
I	their navigation	by actively					dealing with
	on mavigation	a y donvoiy					asamig with

online.	exploring			cyberbullying.
Offinite.	real-world issues and problems, developing ideas and theories and pursuing			Experiment with different keyword searches and compare their results.
	answers and solutions.			Refine their searches by using multiple words, synonyms, and alternative words and phrases.
				Draw inferences to explain their search results.
				Define plagiarism and describe its consequences.
				Explain how giving credit is a sign of respect for people's work.
				Articulate when it is acceptable to use people's work, and how to write a citation.

Grade 4 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama

Empowered Learner	Digital Citizenship	Knowledge Constructor	Creative Communicator	Global Collaborator	Vocabulary	Essential Questions	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use	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. Cultivate and manage their digital identities and reputations and are aware of the	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Plan to employ effective research		l ———	password protection random security user name community expectation digital citizen pledge motto junk mail spam computer virus source citation bibliography update alter product		Students will be able to Identify the characteristics of strong passwords. Apply characteristics of strong passwords to create new passwords. Create secure passwords. Establish expectations and norms for the group related to appropriate
and troubleshoot current technologies and are able to transfer their knowledge to	permanence of their actions in the digital world. Engage in positive, safe, legal, and	strategies to locate information and other resources for their intellectual or creative	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models,	Use collaborative technologies to work with others, including peers, experts, or community members, to		How can photos be changed on the computer, and how can that affect	online behavior. Participate responsibly and respectfully in an online community.

		.,			,	D (1)
explore emerging	ethical behavior when	pursuits.	or simulations.	examine issues and problems	your feelings about the	Define what spam is.
technologies.	using	Evaluate the	Publish or present	from multiple	way you	spain is.
l tooi ii loi ogiooi	technology,	accuracy,	content that	viewpoints.	look?	Explore
	including social	perspective,	customizes the			strategies for
	interactions	credibility,	message and medium	Contribute		safely
	online or when	and	for their intended	constructively to		managing
	using	relevance of	audiences.	project teams,		unwanted
	networked	information,		assuming various		messages.
	devices.	media, data,		roles and		1.1 (1.1 1.11
	Domonatrata	or other		responsibilities to		Identify different
	Demonstrate an	resources.		work effectively toward a common		forms of spam.
	understanding	Curate		goal.		Explain the
	of and respect	information		godi.		value of giving
	for the rights	from digital		Explore local and		proper citations.
	and obligations	resources		global issues and		
	of using and	using a		use collaborative		Name the
	sharing	variety of		technologies to		components of
	intellectual	tools and		work with others		an MLA style
	property.	methods to		to investigate		citation for
	Manage their	create collections of		solutions.		different types of websites.
	personal data	artifacts that				or websites.
	to maintain	demonstrate				Create MLA
	digital privacy	meaningful				style citations
	and security	connections				for online
	and are aware	or				articles and
	of data-	conclusions.				professional
	collection	5				sites.
	technology	Build				Decemine that
	used to track their navigation	knowledge by actively				Recognize that photos can be
	online.	exploring				altered digitally,
	Orimito.	real-world				and consider
		issues and				the upsides and
		problems,				downsides of
		developing				this practice.
		ideas and				
		theories and				Discuss how
		pursuing				photo alteration

answers and solutions.		can distort our perceptions and affect our self-image.
		Analyze how advertising uses photo alteration to help sell products.

Grade 5 - Topics Covered: Internet Safety, Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy

leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Recognize the rights, responsibilities, and opportunities of living, learning, achieving and demonstrating competency in their learning sciences. Recognize the rights, responsibilities, and opportunities of living, learning, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Recognize the rights, curate a variety of resources using digital tools to construct knowledge, produce creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Compare and citizen responsibility private information privacy policy seal of approval to themselves and others. Recognize the rights, resources using digital tools to construct knowledge, produce creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Compare and citizen responsibility private information privacy policy seal of approval cyberbullying target empathize bystander Analyze why private information? Choose the appropriate platforms	Empowered Learner	Digital Citizenship	Knowledge Constructor	Creative Communicator	<u>Vocabulary</u>	Essential Questions	<u>Objectives</u>
fundamental concepts of technology operations, demonstrate the concepts of the permanence of the perma	leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Understand the fundamental concepts of technology operations,	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. Cultivate and manage their digital identities and reputations and are aware of	curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Plan to employ effective research strategies to locate information and other resources for their intellectual or	communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	monitor (noun) monitor (verb) citizen digital citizen responsibility private information privacy policy seal of approval cyberbullying target empathize bystander upstander message	difference between Internet friends and in-person friends? How can people help others be good digital citizens? How do you know if a website protects your private information? What is cyberbullying, and how do you deal with it? 5. How do we learn	Compare and contrast online-only friends and in-person, face-to-face friends. Analyze why private information should not be given to anyone online without the permission of a trusted

choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

the digital world.

Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. repurpose or remix digital resources into new creations.

Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Publish or present content that customizes the message and medium for their intended audiences. media messages?

online-only friend asks them personal questions.

Compare and contrast their responsibilities to their offline and online communities.

Reflect on characteristics that make someone an upstanding citizen.

Devise solutions to digital dilemmas.

Learn which information they should avoid sharing online because it is private.

Understand which kinds of websites have privacy policies, and why.

Practice checking websites they visit for privacy

			policies and privacy seals of approvals.
			Empathize with the targets of cyberbullying.
			Recognize some of the key similarities and differences between in- person bullying and cyberbullying.
			Identify strategies for dealing responsibly with cyberbullying.
			Compare and contrast gende stereotypes.
			Evaluate online media messages that convey gender stereotypes.
			Reflect on why gender stereotypes sometimes can be limiting.

Grade 6 - Topics Covered: Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

Empowered Learner	<u>Digital</u> <u>Citizenship</u>	Knowledge Constructor	Innovative Designer	Creative Communicator	Global Collaborator	Vocabulary Essential Questions	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Understand	interconnected digital world, and they act and model in ways that are safe, legal, and ethical.	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Plan to employ effective research strategies to locate information and other	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems. Select and use digital tools to plan and manage a design process that considers	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. Create original works or responsibly repurpose or remix digital resources into new creations.	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. Use collaborative		Students will be able to Learn about the 24/7, social nature of digital media. Explore their digital lives. Learn that it is important to act responsibly when carrying out relationships over digital media. Understand the importance of using a variety of search strategies. Master new strategies for
the fundamental concepts of technology operations, demonstrate	Engage in positive, safe, legal, and ethical behavior when	resources for their intellectual or creative pursuits.	design constraints and calculated risks. Develop, test, and refine prototypes	Communicate complex ideas clearly and effectively by creating or using a	technologies to work with others, including peers, experts, or community	theft, and how can you protect yourself from it? How do you judge the	effective and efficient online searches. Learn to create and execute a

the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore	using technology, including social interactions online or when using networked devices. Demonstrate an	Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.	as part of a cyclical design process	variety of digital objects such as visualizations, models, or simulations. Publish or present content that customizes the message and medium for their	members, to examine issues and problems from multiple viewpoints. Contribute constructively to project teams, assuming various roles	intentions and impact of people's words and actions online? What rights do you have as a creator?	five-step plan for conducting an online search. Understand what identity theft is an why it is important to guard against it.
technologies.	for the rights and obligations of using and sharing intellectual property. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. Build knowledge by actively exploring real-world issues and problems,			to work effectively toward a common goal. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.		strategies that scam artists to use to access private information. Learn to guard against phishing and identity theft. Reflect on what it means to be brave and stand up for others offline and online. Learn to show empathy for those who have been
		developing ideas and theories and pursuing answers and solutions.					cyberbullied. Generate multiple solutions for helping others

			when cyberbullying occurs.
			Understand that copyright is a legal system that protects their rights to creative work.
			Compare different ways people license their copyrighted work.

Grade 7 - Topics Covered: Internet Safety, Relationships & Communication, Digital Footprint & Reputation, Self-Image & Identity, Creative Credit & Copyright

Empowered Learner	Digital Citizenship	Knowledge Constructor	Creative Communicator	Global Collaborator	Vocabulary Essential Questions	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	Students Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Communicate complex ideas clearly and effectively by creating or	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with learners from a	habit log piracy plagiarism acknowledge opportunity pitfall inappropriate risky harass identity exaggerate deceive	Students will be able to Assess how much time they spend with media activities. Record and compare the time they send with different

Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

ways that are safe, legal, and ethical.

Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. using a variety of digital objects such as visualizations, models, or simulations.

Publish or present content that customizes the message and medium for their intended audiences. variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

motivate consequences anonymous gender stereotype avatar

What are your personal media habits, and how much time do you spend with different forms of media?

What responsibilities do you have to respect others' creative work?

How should you handle inappropriate online talk?

What are the outcomes of presenting yourself in different ways online?

What are gender stereotypes, and can they shape our experiences online?

forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos).

Formulate a viewpoint on the role that digital media plays in their lives.

Consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities.

Understand that privacy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal

1	1		
			implications.
			Describe positive aspects of online talking and messaging.
			Identify situations in which flirting and chatting become inappropriate and risky.
			Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.
			Reflect on the benefits and risks of presenting their identities in different ways online.
			Evaluate - from an ethical point of view - the

Grade 8 - Topic Reputation, Sel	f-Image & Identit	acy & Security, Rela	ationships & Communica racy, Creative Credit & Co	tion, Cyberbullying &	Digital Drama, Digi	feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. Define gender stereotypes and their impact on people's identities, both online and offline. Identify gender stereotypes in a virtual world for kids. Analyze opportunities and limitations for gender expression in virtual worlds. Ital Footprint &
				<u> </u>	T	
		Knowledge Constructor	Global Collaborator	<u>Vocabulary</u>	Essential Questions	<u>Objectives</u>

Students
leverage
technology to
take an active
role in
choosing,
achieving, and
demonstrating
competency in
their learning
goals,
informed by
the learning
sciences.

Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able

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.

Cultivate and manage their digital identities and reputations and are aware of permanence of their actions in the digital world.

Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

digital footprint imagery persistent invisible audience trustworthy publish evaluate criteria generalization stereotype harassing deceiving flaming hate speech rework fair use public domain remix or mash-up

parody

What is a digital footprint, and what does yours convey?

When can you trust what you find on the internet?

Does the way we think about digital drama have anything to do with gender?

When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?

What rights do you have as a creator?

Students will be able to...

Learn that they have a digital footprint and that information from it can be searched, copied and passed on, and seen by a large, invisible audience, and that it can be persistent.

Recognize that people's online information can be helpful or harmful to their reputation and image.

Consider their own digital footprints and what they want those footprints to be like in the future.

Understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites.

Learn criteria that will help them evaluate websites.

knowledge to an Build knowledge to a	Apply the criteria to a site to determine how
emerging technologies. of and respect of the rights and obligations of using and sharing intellectual property. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. Emerging of and respect of the rights and obligations of using and sharing intellectual property. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. Manage their personal data to maintain digital privacy and security and are aware of data-accollection technology used to track their navigation online. Manage their personal data to maintain digital privacy and security and are aware of data-accollection technology used to track their navigation online. Lear varie stud cybe includence hara	trustworthy and useful it is. Reflect on their own impressions of digital drama. Compare underlying messages about drama on reality TV with "real world" digital drama among young teens. Think critically about the gender stereotypes associated with drama. Analyze online bullying behaviors that "cross the line". Learn about the various ways that students can be cyberbullied, including flaming, deceiving and harassing. Adopt the point of view of teens who

			have been cyberbullied, and offer solutions.
			Identify the key points required for a creative work to fall under fair use.
			Understand the value of fair use by applying it to a real-world situation.

Grade 9 - Topics Covered: Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

Digital Citizenship	Knowledge Constructor	Innovative Designer	Creative Communicator	Global Collaborator	Vocabulary Essential Question	<u>Objectives</u>
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.	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. Know and use a deliberate process for generating	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use digital tools to connect with	digital media simile digital citizenship consequence fair use commercial purposes copyright Creative Commons public domain image double standard target	Students will be able to Learn basic statistics about the current digital landscape. Explore the role that media plays in their lives. Reflect on the positive and

Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Build knowledge by actively exploring realworld issues and problems, developing ideas and theories and pursuing answers and solutions. ideas, testing theories, creating innovative artifacts, or solving authentic problems.

Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Publish or present content that customizes the message and medium for their intended audiences. learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

offender bystander Upstander escalate de-escalate

What is the place of digital media in our lives?

What are the consequences of oversharing online?

How can I make responsible choices when I use other people's creative work?

Are girls and guys judged differently when they post photos online?

Which factor intensify cyberbullying and online cruelty, and what can you do to lessen them?

negative impact digital media has on them and society.

Identify some of the benefits of sharing information online.

Reflect on the risks of sharing inappropriate information (oversharing) online.

Think critically about what they choose to post and share about themselves online.

Identify the legal and ethical considerations involved in using the creative work of others.

Understand an individual's rights and responsibilities as a creator and consumer of content.

Practice critical thinking and ethical decision

T	Γ	<u> </u>		1
				making about the use of creative works.
				Identify examples of teens evaluating one another's photo online.
				Compare and contrast attitudes toward boys and girls regarding editing, posting, and commenting on personal photos that are posted on social network sites.
				Analyze broader gender norms and media messages that may frame the way people use and interpret photos on social network sites.
				Reflect on the factors that intensify online cruelty and cyberbullying.
				Identify what targets and Upstanders can do when online cruelty occurs.

					Recognize their own rule in escalating or deescalating online cruelty.
--	--	--	--	--	--

Grade 10 - Topics Covered: Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Self-Image & Identity, Information Literacy, Creative Credit & Copyright

Empowered Learner	<u>Digital</u> <u>Citizenship</u>	Knowledge Constructor	Innovative Designer	Global Collaborator	Vocabulary Essential Question	<u>Objectives</u>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Build networks and customize their learning environments in ways that support the learning process.	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. Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world. Engage in positive, safe, legal, and	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. Curate information from digital resources using a	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. Know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems. Develop, test, and refine prototypes as part of a cyclical design	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints. Contribute	ethics online ethics digital citizenship represent persona avatar anonymous inhibited foster social media self-disclosure reciprocate sexting online predator stereotype risky manipulate What does it mean to do the right thing online? How do you present yourself	Students will be able to Understand the concept of online ethics as it applies to four key areas. Define digital citizenship and identify their online responsibilities. Explore online ethics by analyzing a real-world example. Reflect on the similarities and differences in how people present themselves online and offline.

determining sonline relation especially with strangers or acquaintance. Brainstorm w					Analyze risky forms of self-disclosure and their possible consequences. Identify strategies to avoid sexting while enhancing positive relationships. Compare and contrast stereotypes and realities when it comes to Internet "stranger danger".
help teens averisky online behavior.					Learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances.
Reputation, Information Literacy, Creative Credit & Copyright ISTE Standards Empowered Digital Knowledge Global Vocabulary Essential Objectives					
Empowered Digital Knowledge Global Vocabulary Essential Objectives			on, Cyberbullying	& Digital Drama,	Digital Footprint &
	ISTE Standards				
			Vocabulary		<u>Objectives</u>

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 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.

Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.

Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Plan to employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

What should you inspiration consider when appropriation copyright you use other fair use people's creative sample work? remix perspective How does online target cruelty affect the people involved? offender bystander How do websites upstander anonymous collect your cookies personal third party

privacy options

Internet meme

gender roles

admission

candidate

digital footprint

viral

information, and what can you do about it?

What does it mean to become

an Internet

celebrity?

How can information you post on the Internet affect your future opportunities?

Students will be able to...

Define the key concepts of inspiration, appropriation, copyright, and fair use and examine how they relate to creative work.

Understand the legal and ethical debates that surround using other people's creative work.

Consider the perspectives of the original creator, potential audiences, and the broader community when using others' material.

Articulate why it's important to consider the perspectives of others in online (and offline) communities.

Consider the motivations and feelings of all the parties in an

property. Manage their	Explore local and global issues and	example of a real- world incident of online cruelty.
personal data to maintain digital privacy and security and are aware of data- collection technology used to track their	use collaborative technologies to work with others to investigate solutions.	Draw conclusions about how they should respond when someone is the target of online cruelty
navigation online.		Explore the concept of privacy in both a real-world setting and online.
		Understand how and why companies collect information about visitors to their websites.
		Learn and user online privacy terms.
		Learn that websites are required to post privacy policies.
		Evaluate the benefits and drawbacks of becoming an online celebrity, using case studies to frame and support their

			arguments.
			Identify the different kinds of criticism that men and women receive as they gain public attention, and how this reflects broader gender roles.
			Discuss the impact of negative comments can have on both their targets and their viewers.
			Learn that they have a public presence online called a digital footprint.
			Recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission and employment.
			Consider how to present an authentic and

positive image of themselves online.

Grade 12 - Topics Covered: Privacy & Security, Relationships & Communication, Cyberbullying & Digital Drama, Digital Footprint & Reputation, Information Literacy, Creative Credit & Copyright

	T	Т		1	1	1
<u>Digital</u>	Knowledge	Innovative	Creative	Global	<u>Vocabulary</u>	<u>Objectives</u>
Citizenship	Constructor	<u>Designer</u>	Communicator	<u>Collaborator</u>	Facential	
		Computational			Essential Questions	
		<u>Thinker</u>			<u>Questions</u>	
Students	Students critically	Innovative	Students	Students use	reputation	Students will be able
Recognize the	curate a variety of	Designer	communicate	digital tools to	persist	to
rights,	resources using	Students use a	clearly and	broaden their	context	
responsibilities,	digital tools to	variety of	express	perspectives	tag	Consider the possible
and opportunities	construct	technologies within a	themselves	and enrich their	track	benefits and risks of
of living, learning,	knowledge,	design process to	creatively for a	learning by	target	sharing information
and working in an	produce creative	identify and solve	variety of	collaborating	demographic	online.
interconnected	artifacts, and make	problems by creating	purposes using	with others and	cookies	
digital world, and	meaningful learning	new, useful, or	the platforms,	working	hate speech	Recognize the
they act and model	experiences for	imaginative	tools, styles,	effectively in	stereotype	importance of context
in ways that are	themselves and	solutions.	formats, and	teams locally	derogatory	in posting or viewing
safe, legal, and	others.	Kanasa alama	digital media	and globally.	mediation	online images.
ethical.	Dian to ampley	Know and use a	appropriate to	Lloo digital toola	digital photo	I la do roto a d what
Cultivata and	Plan to employ effective research	deliberate process	their goals.	Use digital tools	manipulation	Understand what
Cultivate and	strategies to locate	for generating ideas, testing theories,	Choose the	to connect with learners from a	deceive retouching	choices they need to make to protect the
manage their digital identities	information and	creating innovative	appropriate	variety of	controversy	privacy of others
and reputations	other resources for	artifacts, or solving	platforms and	backgrounds	context	online.
and reputations and are aware of	their intellectual or	authentic problems.	tools for meeting	and cultures,	synergy	Offinite.
the permanence of	creative pursuits.	dunomio probiomo.	the desired	engaging with	collective	Recognize that
their actions in the	o. cativo parcanto.	Select and use	objectives of their	them in ways	intelligence	companies collect
digital world.	Evaluate the	digital tools to plan	creation or	that broaden	wiki	several types of
	accuracy,	and manage a	communication.	mutual		information about
Engage in positive,	perspective,	design process that		understanding		them when they go
safe, legal, and	credibility, and	considers design	Create original	and learning.		online.
ethical behavior	relevance of	constraints and	works or		How can you	

when using technology, including social interactions online or when using networked devices.

Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

information, media, data, or other resources.

Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. calculate risks.

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problemsolving and decision-making.

Break problems into component parts, extract key information, and develop descriptive models to responsibly repurpose or remix digital resources into new creations.

Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Publish or present content that customizes the message and medium for their intended audiences. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Explore local and global issues and use collaborative technologies to work with others to investigate solutions. respect the privacy of others online?

What are the upsides and downsides of companies collecting your data online?

How can you create a community culture in which hate speech is unacceptable, both online and offline?

What are the creative and ethical aspects of digital-photo manipulation?

What are the benefits and drawbacks of people working together to create information online?

Think critically about the benefits and risks of online tracking and targeting, and of the content that is offered based on collected data.

Learn strategies for managing what happens with their information online.

Recognize hate speech and its impact on individuals, groups, and communities, both online and offline.

Analyze situations to determine if they constitute hate speech.

Consider both the creative benefits and ethical drawbacks of digital photo manipulation.

Understand the importance of purpose and context in evaluating digitally edited images.

Think critically about how the Internet allows users to both celebrate and

understand complex systems or facilitate problem-solving.	regulate our "copy- change-paste" culture.
	Learn about the concept of collective intelligence, and how it works both online and offline.
	Consider when collective intelligence may be valuable or not.
	Explore the benefits and drawbacks of working as a team to create new information or products.