

## Digital Citizenship for 7th Graders

<b>A Creator's Responsibilities</b>  What responsibilities do you have to respect others' creative work?	<b>Turn Down the Dial on Cyberbullying</b>  What factors intensify cyberbullying and online cruelty and what can you do to lessen them?	<b>Which Me Should I Be?</b>  What are the benefits and risks of presenting yourself in different ways online?
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities.</li><li>● Understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.</li><li>● Brainstorm solutions to dilemmas creators might encounter.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Reflect on the factors that intensify online cruelty and cyberbullying.</li><li>● Identify what Targets and Upstanders can do when online cruelty occurs.</li><li>● Recognize their own role in escalating or de-escalating online cruelty.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>● Reflect on the benefits and risks of presenting their identities in different ways online.</li><li>● Evaluate (from an ethical point of view) the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online.</li><li>● Judge whether certain ways people present themselves online are harmless or harmful.</li></ul>

<b>Grade: 7</b>	<b>Quarter: 1</b>	<b>Topic: Culture</b>	
<b>Compelling Question</b>	<b>Does culture unify or divide?</b>		
<b>Standards</b>	<p><b>G.1.6-8.MdC</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p> <p><b>G.2.6-8.LC</b> Explain how humans and their environment affect one another.</p> <p><b>G.2.6-8.MdC</b> Compare and contrast the cultural and environmental characteristics of different places or regions.</p> <p><b>G.4.6-8.LC</b> Identify how cultural and environmental characteristics vary among regions of the world.</p> <p><b>CV.6.6-8.LC</b> Determine whether specific rules and laws (actual and proposed) resolve the problems they were meant to address.</p>		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
<p>Does language unify or divide?</p> <ul style="list-style-type: none"> <li>World language distribution</li> <li>Dialect, slang, jargon, register</li> <li>Accents</li> <li>Formal vs informal writing</li> </ul>	<p>Does religion unify or divide?</p> <ul style="list-style-type: none"> <li>World religions: Islam, Christianity, Judaism, Hinduism, Buddhism</li> <li>Christmas Truce</li> <li>Irene Sendler</li> </ul>	<p>Does daily life unify or divide?</p> <ul style="list-style-type: none"> <li>Music</li> <li>Food</li> <li>Sports</li> </ul>	<p>Does government unify or divide?</p> <ul style="list-style-type: none"> <li>Title IX</li> <li>School integration</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Answer the question with a bulleted list of evidence and explanation for one side of the argument.	Answer the question with a paragraph of evidence and explanation for one side of the argument.	Create a short video that answers the question as it relates to sports.	Research simulation regarding the effects of Title IX.
<b>Summative Performance Task</b>			
<b>Addressing the Argument</b>	Students will evaluate each aspect of culture and determine whether it serves to unify or divide people. They will support their position with evidence from throughout the unit.		

<b>Grade: 7</b>	<b>Quarter: 2</b>	<b>Topic: Colonization of America</b>
<b>Compelling Question</b>	<b>Was the colonization of America a success?</b> (through the lens of colonists, Africans, and Native Americans)	
<b>Standards</b>	<b>SS.G.2.6-8.MC</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places <b>SS.H.2.6-8.LC</b> Explain how and why perspectives of people have changed over time	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
What impact did Europeans have on African and American native groups?	How did colonization impact Africans and American native groups in America?	What were the events leading up to America's independence from England?
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Quiz	Quiz	There were multiple events and acts that caused the colonists to rebel against England to gain their independence. In your opinion, what events or acts made The Revolutionary War necessary?
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>	Create 3 "equations" (one from each perspective) and choose one to elaborate on to best answer the compelling question.	

<b>Grade: 7</b>	<b>Quarter: 3</b>	<b>Topic: Civil Rights</b>
<b>Compelling Question</b>	<b>Has the United States fulfilled its promise that all people are created equal?</b>	
<b>Standards</b>	<p><b>SS.CV.3.6-8:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p><b>SS.CV.6.6-8.MdC:</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings</p> <p><b>SS.H.1.6-8.MdC:</b> Analyze connections among events and developments in broader historical contexts</p>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
How did the South enforce "separate but equal" treatment of African Americans?	How did Brown vs. Board of Education have an impact on the civil rights movement?	Was the civil rights movement a success?
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>		
<b>Extension</b>		
<b>Taking Informed Action</b>		

~This unit is still being developed.~

<b>Grade: 7</b>	<b>Quarter: 4</b>	<b>Topic: American Dream</b>
<b>Compelling Question</b>	<b>Is the American Dream just a dream?</b>	
<b>Standards</b>	<p><b>SS.CV.3.6-8</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p><b>SS.G.3.6-8.LC</b> Explain how environmental characteristics impact human migration and settlement.</p> <p><b>SS.EC.1.6-8.MdC</b> Explain how external benefits and costs influence choices</p> <p><b>SS.H.2.6-8.MdC</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
<p>What was the dream that drew immigrants to America?</p> <ul style="list-style-type: none"> <li>• Push and pull factors</li> <li>• Historical immigration patterns to America</li> </ul>	<p>Did the reality of America match the immigrants' expectations?</p> <ul style="list-style-type: none"> <li>• Memoirs of immigrants</li> <li>• Costs and benefits</li> </ul>	<p>Is America still a land of opportunity for immigrants today?</p> <ul style="list-style-type: none"> <li>• Analyze the current American Dream in terms of economics</li> </ul>
<b>Formative 1</b>	<b>Formative 2</b>	<b>Formative 3</b>
Students will compare and contrast the reasons that different groups of immigrants came to America.	Students will create an infographic answering the question, "Did the reality of America match the immigrants' expectations?"	
<b>Summative Performance Task</b>		
<b>Addressing the Argument</b>	Students will write a short essay answering the compelling question. They will support their position using evidence from throughout the unit.	
<b>Extension</b>	Students will create a vision board of their personal American Dream.	