



Lincoln Hall Digital Citizenship Curriculum

6th Grade: Digital Life 101: [VIDEO LINK](#)

What is the place of digital media in our lives? Students will be introduced to the concept of how digital media overlaps into all parts of our lives, and how our interaction with all types of technology and media makes an impact.

Students will be able to:

- Examine their role in being a user of media and technology.
- Create concept maps to show my feelings about tech; Types of Digital Media; My family's feelings about tech; Things I do on/with technology.
- Write similes that will show how digital media affects their lives.
- Understand the importance of carrying out online relationships appropriately.

7th Grade: My Media: [VIDEO LINK](#)

What are your personal media habits, and how much time do you spend with different forms of media? Students were given graphs to estimate how long they used devices such as cell phones, iPads, video gaming consoles, computers, and other devices in a 24-hour period. After examining their data, they were then able to put together public service announcements explaining to younger students why it is important to balance their lives with using and not using technology.

Students will be able to:

- Assess how much time they spend on technology & technology related activities.
- Compare/Contrast the time that they spend on technology & technology related activities to those of their peers using averages and graphs.
- Formulate a viewpoint on the role that digital media plays in their everyday lives.

8th Grade: Trillion-Dollar Footprint: [VIDEO LINK](#)

What is a digital footprint and what does yours convey? Students are put into a scenario where they are the producers of a TV game show, and it is their responsibility to go through the digital footprints left behind by these two candidates. Students then gather into their interviewing teams and look for qualities of a successful candidate. They soon learn that both candidates have some room for improvement. Students then have to make a decision as to whether they will hire one of the proposed candidates or if they will continue the hiring search. Throughout the lesson, students made connections to their own digital footprints and how they might look as possible candidates in this area.

Students will be able to:

- Learn that they have a digital footprint, and that information from it can be searched; copied and passed on; seen by a large, invisible audience; and 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 their footprints to be like in the future.