| Grade 5 | **DESIGN 21 (Developing and Empowering Students in the Global Network of the 21st Century)** |
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| | **Big Idea:** Students need 21st Century Skills to be successful and competitive in a global community that integrates the nexus of Business, Education, Finance, Government, Industry and other areas that do not yet exist. |
| | **21st Century Skills include:** |
| | Learning and Innovation Skills |
| | Information, Media, and Technology Skills |
| | Life and Career Skills |
| | **Digital Citizenship** |
| | **Academic Standards:**<br>ISTE #5 Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.<br>   a. advocate and practice safe, legal, and responsible use of information and technology.<br>   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.<br>   c. demonstrate personal responsibility for lifelong learning.<br>   d. exhibit leadership for digital citizenship.<br>ISTE #6 Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>   a. understand and use technology systems. |
| | **Essential Understandings:** |
| | Proper etiquette is necessary for digital communication |
| | The validity of a digital resource can be determined. |
| | Understanding of copyright, creative commons, and fair use in a digital environment |
| | Responsible use of online tools can help protect the personal information of others. |
| | Communication behaviors and actions impact the access and safety of users. |
| | **Overarching and Essential Questions:**<br>How do you effectively communicate in a digital environment? |
| | How do you advocate and practice safe, legal, and responsible use of information and technology? |
| | How does my digital behavior show respect for the rights and feelings of others? |
| | How is technology used to solve problems? |

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| | **Assessments: Formative Assessment**<br>Observations through role playing activities<br><br>Electronic portfolios<br><br>Student Journals/E-journals<br><br>On-going feedback from teachers and peers |
| | **Assessments:  Summative**<br>Quiz from *Raising a Digital Child* on page 87 |

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| | **Students will need to know . . . (targeted understandings):**<br>Digital access is electronic participation in society and the basic skills that all technology users need to be effective.<br><br>Digital communication is the electronic exchange of information.<br><br>Digital literacy is the capability to use digital technology and knowing when and how to use it.<br><br>Digital etiquette is based on the standards of conduct expected by other digital technology users.<br><br>The etiquette behind using mobile devices in public spaces is important.<br><br>The legal rights and restrictions governing technology use comprises digital law.<br><br>The importance of having technology laws.<br><br>Digital rights and responsibilities and the privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them.<br><br>The importance of informing responsible adults about cyberbullying.<br><br>The precautions that all technology users must take to guarantee safety and security of their network. |
| | **Students will be able to . . . (targeted skills):**<br>Learn about technology before using it.<br><br>Lead by example when using technology.<br><br><br>Evaluate websites for content.<br><br>Consider the norms and customs of users from around the world.<br><br>Be aware of how your actions could be interpreted by others.<br><br>Use proper etiquette when using all forms of technology (Use a subject line, proper capitalization, spelling, and grammar, use the quote feature in your replies, limit use of shortcuts, not sending private information, have manners, know when to be formal and informal, give credit when credit it due, and do not break the law).<br><br>Avoid violating copyright laws. |

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| | Avoid slandering of individuals online. |
| | Work with others to keep technology safe. |
| | Help others to be good digital citizens. |
| | Engage in digital citizenship. |
| | **Teaching and learning experiences:**<br>Role playing experiences including scenarios in regards to digital citizenship<br><br>The 21st Century Digital Compass Activity (p. 16 in *Raising a Digital Child*)<br><br>Vodcast with Technology Facilitator in regards to Digital Law with a Wiki component |
| | **Materials and Resources:**<br>Laptops, LCD projector, *Raising a Digital Child* by Mike Ribble, quiz on page 87, Poster of Digital Compass for the 21st Century on page 17, Role-playing scenarios/cards, *Addressing Appropriate Technology Behavior* (Ribble, Bailey, & Ross), *Addressing Cyberbullying in Schools* (Wesley E. Fryer), www.speedofcreatvity.org, *How to Prevent Cyberbullying:  From the Home to the Homeroom* (Mike Donlin), Let's Fight it Together. (2007). Childnet; Department for Children, Schools and Families. www.digizen.org/cyberbullying/fullFilm.aspx, www.csriu.org, www.cyberbully.org, IPods |
| | **Accommodations:**<br>Follow IEPs and 504 plans.<br>Small group reteach<br><br>Flexible Grouping<br><br>Differentiated Instruction |
| | **Enrichments:**<br>Follow GIEPs<br><br>Flexible Grouping<br><br>Differentiated Instruction<br><br>Enrichment Activities |
| | **Time:  6 days; 6 lesson (45 minutes)** |

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| **Grade 5** | **DESIGN 21 (Developing and Empowering Students in the Global Network of the 21st Century)**<br><br>**Big Idea:** Students need 21st Century Skills to be successful and competitive in a global community that integrates the nexus of Business, Education, Finance, Government, Industry and other areas that do not yet exist.<br><br>**21st Century Skills include:**<br><br>Learning and Innovation Skills<br><br>Information, Media, and Technology Skills<br><br>Life and Career Skills |
| | **Global Awareness and Responsibility**<br><br>**Big Idea:** We are all "global citizens" and responsible for our world's social, political and natural communities. |
| | **Academic Standards:**<br>**National Educational Technology Standards (NETS)**<br>**1. Creativity and Innovation** – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>**2. Communication and Collaboration** – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.<br>**3. Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.<br>**4. Critical Thinking, Problem Solving, and Decision Making** – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision using appropriate digital tools and resources.<br>**5. Digital Citizenship** – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.<br>**6. Technology Operations and Concepts** -- Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Student Leadership Standards**<br>1.1 Students communicate effectively in large groups.<br>2.1 Students demonstrate self-organization.<br>2.2 Students plan and implements organized projects.<br>4.2 Students respect himself/herself and others.<br>5.1 Students interact in groups effectively.<br>5.2 Students understand how individual differences affect group processes.<br>5.3 Students understand and utilize strategies for problem solving and conflict resolution.<br>5.4 Students understand decision-making processes.<br>**Pennsylvania Department of Education Academic Standards for Family and Consumer Sciences**<br>11.1.3 Financial and Resource Management |

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| | 11.1.6 Financial and Resource Management<br>11.2.3 Balancing Family, Work, and Community Responsibility<br>11.2.6 Balancing Family, Work, and Community Responsibility<br>11.2.9 Balancing Family, Work, and Community Responsibility<br>11.2.12 Balancing Family, Work, and Community Responsibility |
| | **Essential Understandings:**<br><br>All individuals have a responsibility to play a positive role their local and global community.<br><br>The actions of the members of a community affect others globally.<br><br>All individuals living within in a community can initiate and implement change.<br><br>Information and media tools can enhance or detract from our communication with global communities.<br><br>Information, media, and technology skills are used by communities to learn from each other, innovate, and collaboratively solve problems. |
| | **Overarching and Essential Questions:**<br>How am I responsible for the community to which I belong?<br><br>How am I responsible for the global community?<br><br>What does it mean to be a global citizen?<br><br>How do I responsibly communicate using information, media, and technology skills in order to make a positive contribution to the local and global community? |
| | **Assessments:**<br>Electronic Portfolios<br><br>On-going feedback from teachers and peers<br><br>Student journals/E-journals<br><br>Teacher observations (Student participation in group research, project completion, and debriefing sessions)<br><br>Student-made Rubrics/Checklists for self-assessment and reflection<br><br>Persuasive "Project" – IMovie, Essay, PowerPoint, etc. |

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| | **Students will need to know . . . (targeted understandings):**<br>How to brainstorm problems within the global community.<br><br>How to identify a problem in the global community.<br><br>How to critically analyze resources (research).<br><br>How to synthesize information from multiple sources.<br><br>How to be technologically literate. |

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| | The elements of digital citizenship. |
| | **Students will be able to . . . (targeted skills):**<br>Research real-life problems in the global community.<br><br>Select a problem to solve.<br><br>Formulate a plan to solve their problem.<br><br>Use resources available to them to solve a problem.<br><br>Work collaboratively to solve an identified problem.<br>Recommend and justify solutions to group members<br><br>Assumes responsibility for sharing knowledge, questioning, and providing feedback to peers<br><br>Demonstrate skills in problem solving and decision-making.<br><br>Demonstrate skills necessary to be self-directed learners.<br><br>Demonstrate concern, empathy, and respect for others.<br><br>Assess and evaluate the problem solving processes that were employed.<br><br>Self-assess his/her performance as a learner. |
| | **Teaching and learning experiences:**<br>Activating prior knowledge about global problems (KWL, T-chart, Think/Pair/Share, etc.)<br><br>Interest Survey (Problem Selection)<br><br>Group Research<br><br>Write letters/emails to organizations within the global community requesting materials and information.<br><br>Videoconference and gather information from global resources<br><br>Persuasive Writing<br><br>Reflective journaling<br><br>Collaborative student created multi-media projects<br><br>Student self-assessment and reflection |
| | **Materials and Resources:**<br>Videoconferencing equipment, wikis, laptops, LCD projectors, community organizations, government agencies, research materials<br><br>**KEY WORDS SEARCH:**<br><br>Communities (interdependent and interrelated), How Communities Adapt To Change, Social Issues Related To Technology, Innovation, Life Skills, Career Skills, Initiate Change, Implement Change, Global Citizenship, Global Community, Local Concerns (Lehigh Valley, Pennsylvania, etc.), proposed changes, Local Resources (Lehigh Valley, Pennsylvania, etc.), Local Non-Profit Organizations |
| | **Accommodations:** |

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| | Follow IEPs and 504 plans<br>Small group reteach<br><br>Flexible Grouping<br><br>Differentiated Instruction |
| | **Enrichments:**<br>Follow GIEPs<br><br>Flexible Grouping<br><br>Differentiated Instruction<br><br>Enrichment Activities |
| | **Time:  24 days; 24 lessons** |