

**Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 4)**

Lesson 10: Manufacturing, Government & Public Administration, STEM, & Marketing

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| Standards | <ul style="list-style-type: none"> • Formulate career ideas. • Learn more about careers in the Manufacturing, Government & Public Administration, STEM, & Marketing • Make predictions about future career aspirations. |
| Learning Targets/I Can Statements | ➤ I can analyze my interests, abilities and skills to determine the career choices for myself. |
| Essential Question(s) | 1. What are some future career fields that interest you from today's lesson? |
| Resources | <ul style="list-style-type: none"> • Session 4 – Manufacturing, Government & Public Administration, STEM, & Marketing • Handouts Career exploration (worksheets)--See <i>Student Lesson Files</i> folder <p>Paper, pen and pencil</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p> |
| Learning Activities or Experiences | <p>Opening Activity (10 minutes): My Autobiography (commercial)</p> <p>Lesson overview: Career awareness is the first process for you to begin exploring career possibilities. The activities you will complete will help you develop Educational, Occupational Exploration, and Career Planning awareness while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics.</p> <p>By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education.</p> <ul style="list-style-type: none"> • Application (30 minutes) Career Awareness (<i>Manufacturing, Government & Public Administration, STEM, & Marketing</i>) <p>Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Session 4: Manufacturing, Government & Public Administration, STEM, & Marketing.</p> |
| Closing | <p>Homework (10 minutes): Reflection</p> <p>Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.</p> |

Lesson ideas and activities adapted from Career & Technical Education Consortium.

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| <p>Closing</p> <p>Homework (10 minutes): Reflection</p> <p>Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.</p> |
| <p>Technology, Law & Public Safety, & Transportation</p> <p>Students will need to complete career awareness worksheets for the following career clusters: Career Exploration Session 3: Human Services, Information Technology, Law & clusters. Students will need to complete career awareness worksheets for the following career clusters: Career Awareness (30 minutes) Career Awareness (Human Services, Information Technology, Law & Public Safety, and Transportation developed by the US Department of Education. The Career Clusters shown in this activity book were developed by the US Department of Education. The Career Clusters shown in this activity book were in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education. The Career Clusters shown in this activity book were developed by the US Department of Education. By looking at clusters of jobs, you may find a variety of careers with similar characteristics.</p> |
| <p>Experiences</p> <p>Lesson Overview: Career awareness is the first process for you to begin exploring career possibilities. The activities you will complete will help you develop Education clusters. Career Clusters are groupings of jobs that share common characteristics. Occupational Exploration, and Career Planning while exploring sixteen career clusters. Career Clusters are groupings of jobs that share common characteristics.</p> |
| <p>Learning Activities or</p> <p>Opening Activity (10 minutes): Career Cluster Word Search.</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p> |
| <p>Resources</p> <ul style="list-style-type: none"> Handouts Session 3 – Human Services, Information Technology, Law & Public Safety, & Transportation Career exploration (worksheets)--See Student Lesson Files folder Paper, pen and pencil |
| <p>Essential Question(s)</p> <p>1. What are some future career fields that interest you from today's lesson?</p> |
| <p>Can Statements</p> <p>I can analyze my interests, abilities and skills to determine the career choices for myself.</p> |
| <p>Standards</p> <ul style="list-style-type: none"> Formulate career ideas. Learn more about careers in the Human Services, Information Technology, Law & Public Safety, & Transportation Make predictions about future career aspirations. |

Lesson 9: Human Services, Information Technology, Law & Public Safety, &

Career Exploration (Session 3)

Middle School (Grades 6-8)

Career and Technical Education

Career and Technical Education

Middle School (Grades 6-8)

Career Exploration (Session 2)

Lesson 8: Education, Finance, Health Science and Hospitality & Tourism

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| Standards | <ul style="list-style-type: none">• Formulate career ideas.• Learn more about careers in the Education, Finance, Health Science and Hospitality & Tourism• Make predictions about future career aspirations.• Students will demonstrate proficiency and skills associated with the use of technologies that are• Students will demonstrate an understanding of workplace structures, organizations, systems, and• Students will demonstrate job acquisition and advancement skills. |
| Learning Targets/I Can Statements | ➤ I can analyze my interests, abilities and skills to determine the career choices for myself. |
| Essential Question(s) | 1. What are some future career fields that interest you from today's lesson? |
| Resources | <ul style="list-style-type: none">• Session 2 – Education, Finance, Health Science and Hospitality & Tourism• Handouts Career exploration (worksheet)--See <i>Student Lesson Files</i> folder Paper, pen and pencil <p>You will need to use the template provided for all assigned activities in this lesson.</p> |
| Learning Activities or Experiences | <p>Opening Activity (10 minutes): Career Cluster Word Search.</p> <p>S E C R U O S E R L A R U T A N W M U G C G W N O B D G Q Y U Z F Y I Q T R A I N I N G X T X A N H A Y Z H P G S W C B V L O Q F O Q D J C K N T E F W V O L C A J E R N I V Z J R B J A A Z I F Y X L L V U P A W Y A K R I Y H E C H A Y T N V O W M D S T R A A I X L I M T N O F Q P C Z N L M I X A R Q D N I E A S I A D V Y I F I H N C O M K V S E X Y C C D C N J S U C P B C F L C D B U X Z C V S H R U I Y E T F</p> |

Lesson ideas and activities adapted from Career & Technical Education Consortium.

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| | D Z E Z P N X T E Q I J K B U J E F S U G Y D O T A Q E O Z V X V E R U T L U C I R G A J S M E Y P U B L I C A D M I N I S T R A T I O N L P J S V K E M F R B O B V U H E U E S F D O Q I B U S I N E S S C T C J T D H J C A N O M N F C K G L Q A R P G A H A U F Z L X U N S D V M A N A G E M E N T V P C U A C G H E V P C A R K P C O M M U N I C A T I O N S P S B D Y V Y H G O T O S B U C T I Y K E W C G H K J D M X K U C F G O E D I V U F O Z H P O O B U U U W N D L L J Z F G O V E R N M E N T M J Y E L B D R M G Q J W N N D A R C H I T E C T U R E P By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you might be interested. | Lesson Overview: Career awareness is the first process for you to begin exploring career possibilities. The application (30 minutes) Career Awareness (<i>Education, Finance, Health Science and Hospitality & Tours</i>) will need to complete career awareness worksheets for the following career clusters: Education. | Closing Homework (10 minutes): Reflection Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you a |
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Career and Technical Education
Middle School (Grades 6-8)
Career Exploration (Session 1)
Lesson 7: Agriculture, Architecture, Arts & A/V, and Business

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| Standards | <ul style="list-style-type: none"> • Formulate career ideas. • Learn more about careers in the Agriculture, Architecture, Arts & A/V and Business. • Make predictions about future career aspirations. • Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. • Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. • Students will demonstrate job acquisition and advancement skills. |
| Learning Targets/I Can Statements | <p>➤ I can analyze my interests, abilities and skills to determine the career choices for myself.</p> |
| Essential Question(s) | <p>1. What are some future career fields that interest you from today's lesson?</p> |
| Resources | <p>Session 1 – Agriculture, Architecture, Arts & A/V, and Business</p> <ul style="list-style-type: none"> • Handouts Career exploration (worksheet)--See <i>Student Lesson Files</i> folder Paper, pen and pencil <p>You will need to use the template provided for all assigned activities in this lesson.</p> |
| Learning Activities or Experiences | <p>Opening Activity (10 minutes): Brainstorming Complete the <i>Self-Knowledge</i> worksheet to begin the brainstorming process about your career aspirations.</p> <ol style="list-style-type: none"> 1. Things that interest me at home: 2. Things that interest me at school: 3. Things that I am good at doing: |

Lesson ideas and activities adapted from Career & Technical Education Consortium.

Application (30 minutes) Career Awareness (Agriculture, Architecture, Arts & AV, and Business)

By looking at clusters of jobs, you may find a variety of careers with similar characteristics in which you may be interested. The Career Clusters shown in this activity book were developed by the US Department of Education, in which you may be interested. The Career Clusters are groupings of jobs that share common characteristics, while exploring sixteen career clusters. Career Clusters are groupings of jobs that share knowledge, educational and occupational exploration, and Career Planning awareness possibilities. In this activity that you will complete, it will help you develop Self-knowledge, Education, Occupational Exploration, and Career Planning awareness.

Lesson Overview: Career awareness is the first process for you to begin exploring career abilities?

9. What careers might use some of these interests and

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| organized | | |
| I am very my ideas | yes | no |
| write about problems | yes | no |
| numbers | | |
| I like to solve one) | yes | no |

5. Subjects that are easy for me:

4. Subjects I have to work hard at:

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| | <p>Students will need to complete career awareness worksheets for the following career clusters: Agriculture and Natural Resources; Architecture and Construction; Arts, A/V Technology & Communications; and Business, Management and Administration.</p> |
| Closing | <p>Homework (10 minutes): Reflection</p> <p>Write one paragraph (five to seven sentences) to summarize the career cluster that most interested you after completing the worksheet activities.</p> |

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| Standards | <ul style="list-style-type: none"> Students plan and employ effective research strategies to locate information and other resources for their intellectual and creative pursuits. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. Students will demonstrate how to evaluate content for accuracy and bias. <p>Learning Targets/I Can Statements</p> <ul style="list-style-type: none"> I can describe how to evaluate content for accuracy and bias. I can identify methods to differentiate accurate search results from inaccurate or sponsored content. I employ valid and reliable research strategies? <p>Resources</p> <p>Lesson 6 – Evaluating Content</p> <ul style="list-style-type: none"> • Telephone • Handouts <p>Identifying Primary and Secondary Sources (Homework)</p> <p>Questions 1 – 5 (Pre-Assessment)</p> <p>Primary and Secondary Sources</p> <p>Identifying Primary and Secondary Sources (Homework)</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p> <p>Learning Activity (10 minutes): Pre-Assessment</p> <p>Pre-Assessment</p> <p>What is a sign that content is biased?</p> <p>A. The author has a lot of experience in the topic. B. The author lists evidence. C. The author makes money in a connected area. D. All of the above.</p> <p>What is a sign that information is accurate?</p> <p>2</p> | Activities or Experiences |
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Day 6 (Lesson 6 – Evaluating Content)

Introduction

Middle School (Grades 6-8)

Career and Technical Education

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| | | A. Statistics are included. B. Research is referenced. C. Sources are cited. D. All of the above. |
| 3 | Can you get accurate information from social media? | A. Sometimes B. Usually C. Always D. Never |
| 4 | What are signs something is sponsored content? | A. It says "sponsored content" somewhere. B. It says "ad" somewhere. C. It's paid for by a person or company. D. All of the above. |
| 5 | If you're unsure if something is true, what should you do? | A. Research the information. B. Trust it if you know the person. C. Trust it if the person has shared accurate content before. D. All of the above. |
| Lesson Overview | | Although the media often talks about this generation as "digital natives," research shows that while teens and tweens have grown up with constant online access, they often don't know how to evaluate online resources. It is important to learn how to validate content for accuracy. |
| Primary sources: Direct or first-hand stories that come from the time period when the event being discussed happened. | | |
| Secondary sources: Things that talk about or explain primary sources and are created by someone | | |
| Application Activity (15 minutes) | | |
| Think about a fun event that happened in your family recently (35 minutes). | | |
| <ol style="list-style-type: none"> 1. Identify at least one person who can be a primary source. 2. Identify at least one person who can be a secondary source. 3. Using Microsoft Word, type an explanation on how you identified these people to be credible sources. 4. In Microsoft Word, type one or two sentences that describe the fun event that happened in your family. 5. Press the Enter key four times and type: Primary Source. <ol style="list-style-type: none"> a. Type at least four questions you will ask the primary source(s) about the fun family event. 6. Press the Enter key four times and type: Secondary Source. <ol style="list-style-type: none"> a. Type at least four questions you will ask the secondary source(s) about the fun family event. | | |

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| <p>7. Using the phone or talking to the individuals in person, ask them the primary source and secondary source questions. Type the answers to the questions, as you ask them the questions.</p> <p>8. After asking the questions, type a paragraph on how will you evaluate the answers for accuracy and bias?</p> | <p>Homework (25 minutes) Research Project</p> |
| <p>Research a topic of your choice, write or type a 200-word summary on the topic. Be sure to include one primary and secondary source. Explain how you identified that your sources were trustworthy as it relates to the topic.</p> | <p>Closing</p> |

Career and Technical Education

Middle School (Grades 6-8)

Ignition: Digital Wellness & Safety

Day 1 (Lesson 1 – Connections and Community)

| Standards | <ul style="list-style-type: none">• 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.• Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.• Students will demonstrate an understanding of workplace structures, organizations, systems, and climates.• Students will demonstrate job acquisition and advancement skills. | | | | |
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| Learning Targets/I Can Statements | <ul style="list-style-type: none">➤ I can distinguish the negative and positive aspects of an online community.➤ I can know methods to engage with others online in a respectful manner.➤ I can describe the potential consequences of spending a lot of time online.➤ I can share methods to create a healthy balance between online and offline time. | | | | |
| Essential Question(s) | <ol style="list-style-type: none">1. What are the negative and positive aspects of an online community?2. Which methods are used to engage with others online in a respectful manner? | | | | |
| Resources | <p>Lesson 1 – Connections and Community</p> <ul style="list-style-type: none">• Handouts <p>Questions 1 – 5 (Pre-Assessment) Social Media Problems Scenarios Comic Strip Template and Rubric (Homework)</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p> | | | | |
| Learning Activities or Experiences | <p>Opening Activity (10 minutes): Pre-Assessment</p> <table border="1"><thead><tr><th>Pre-Assessment</th><th>Question & Answer</th></tr></thead><tbody><tr><td>1</td><td>What is a NEGATIVE part of being in an online community? A. Learning from people all over the world. B. Finding people with common interests. C. Having anything you post be permanent. D. All of the above.</td></tr></tbody></table> | Pre-Assessment | Question & Answer | 1 | What is a NEGATIVE part of being in an online community? A. Learning from people all over the world. B. Finding people with common interests. C. Having anything you post be permanent. D. All of the above. |
| Pre-Assessment | Question & Answer | | | | |
| 1 | What is a NEGATIVE part of being in an online community? A. Learning from people all over the world. B. Finding people with common interests. C. Having anything you post be permanent. D. All of the above. | | | | |

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| If a friend posts something online that hurts your feelings, what should you do? | <p>A. Post something hurtful about them.</p> <p>B. Ask why they're mad at you in the comments.</p> <p>C. Text them and say they hurt your feelings.</p> <p>D. Ask to talk to them in person.</p> |
| If someone you don't know asks where you go to school, what should you do? | <p>A. Don't respond.</p> <p>B. See if they're a friend of a friend.</p> <p>C. Ask why they want to know.</p> <p>D. Lie to them.</p> |
| What is "social comparison"? | <p>A. When you compare your life to others' social life.</p> <p>B. When you compare your life to others' social media posts and feel like your life is worse.</p> <p>C. When you compare your online posts to others' online posts and feel like yours are worse.</p> <p>D. When you compare your life to others' online posts and feel like your life is better.</p> |
| How can you avoid "emotional contagion"? | <p>A. Turn off notifications on your phone.</p> <p>B. Spend time away from social media.</p> <p>C. Stay offline before you go to bed.</p> <p>D. All of the above.</p> |

Lesson overview: You will explore some current social media platforms. You need to be careful about how you communicate on social media platforms. It is important to maintain a safe and positive digital presence and know how to avoid social comparison, emotional contagion, and cyberbullying.

In this lesson, you will learn how to be part of a positive online community. Tweens and teens have a wide range of online interactions via text and social networks.

Social Media Problems Scenarios (20 minutes) – Read the four scenarios below and select one scenario to complete the handout *Social Media Problems Activity*. You will use your selected scenario to complete multiple activities.

Scenario 1 (Social Comparison)

Mia: "I hate my life! No one likes me. My best friend Jessica always gets 100+ likes when she travels. I only get 5, if I'm lucky!"

Scenario 2 (Emotional Contagion)

Henry: "I feel bad for Sarah, she is always getting bullied online. I stay up most nights on the phone with her, just to get her mind off of it. I've noticed that I fall asleep in class and she travels. I only get 5, if I'm lucky!"

| | <p>I'm falling behind in math class. Sometimes it feels like I'm the one getting bullied online."</p> <p>Scenario 3 (Fake "alt" account) Cory (friend of a friend): "Hey Liam, what's your number? It would be easier to communicate this way." Liam: [what should Liam say or do?]</p> <p>Scenario 4 (Cyberbullying) Text from unknown: "You smell bad! You should really consider using some deodorant!"</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Closing | <p>Homework (10 minutes): Social Media Comic Strip</p> <p>Project: Create a comic strip for a social media problem. The comic strip must include the social media example (<i>social comparison, emotional contagion, Fake "alt" account, cyberbullying</i>), solution(s), and graphics. Refer to the rubric for details and grading.</p> <h3 style="text-align: center;">Comic Strip Rubric</h3> <p>Student Name _____ Period _____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding-bottom: 5px;">CATEGORY</th> <th style="text-align: center; padding-bottom: 5px;">20</th> <th style="text-align: center; padding-bottom: 5px;">15</th> <th style="text-align: center; padding-bottom: 5px;">10</th> <th style="text-align: center; padding-bottom: 5px;">5</th> </tr> </thead> <tbody> <tr> <td>Required Elements</td> <td>Comic Strip includes all required elements as well as a few additional elements.</td> <td>Comic Strip includes all required elements and one additional element. Some complete sentences were used.</td> <td>Comic Strip includes all required elements.</td> <td>One or more required elements is missing from the comic strip.</td> </tr> <tr> <td>-Theme</td> <td></td> <td></td> <td></td> <td>No sentences were added.</td> </tr> <tr> <td>-Storyline</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>-Well-crafted sentence variety (4 types)</td> <td>Complete sentences were used.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Content - Accuracy</td> <td>All facts in the comic are accurate.</td> <td>99-90% of the facts in the article are accurate.</td> <td>89-80% of the facts in the article are accurate.</td> <td>Fewer than 80% of the facts in the article are accurate.</td> </tr> <tr> <td>Organization</td> <td>All information is organized appropriately.</td> <td>Most information is organized appropriately.</td> <td>Some information is organized appropriately.</td> <td>Organization of material is confusing to the reader. No</td> </tr> </tbody> </table> | CATEGORY | 20 | 15 | 10 | 5 | Required Elements | Comic Strip includes all required elements as well as a few additional elements. | Comic Strip includes all required elements and one additional element. Some complete sentences were used. | Comic Strip includes all required elements. | One or more required elements is missing from the comic strip. | -Theme | | | | No sentences were added. | -Storyline | | | | | -Well-crafted sentence variety (4 types) | Complete sentences were used. | | | | Content - Accuracy | All facts in the comic are accurate. | 99-90% of the facts in the article are accurate. | 89-80% of the facts in the article are accurate. | Fewer than 80% of the facts in the article are accurate. | Organization | All information is organized appropriately. | Most information is organized appropriately. | Some information is organized appropriately. | Organization of material is confusing to the reader. No |
| CATEGORY | 20 | 15 | 10 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Required Elements | Comic Strip includes all required elements as well as a few additional elements. | Comic Strip includes all required elements and one additional element. Some complete sentences were used. | Comic Strip includes all required elements. | One or more required elements is missing from the comic strip. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -Theme | | | | No sentences were added. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -Storyline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -Well-crafted sentence variety (4 types) | Complete sentences were used. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content - Accuracy | All facts in the comic are accurate. | 99-90% of the facts in the article are accurate. | 89-80% of the facts in the article are accurate. | Fewer than 80% of the facts in the article are accurate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organization | All information is organized appropriately. | Most information is organized appropriately. | Some information is organized appropriately. | Organization of material is confusing to the reader. No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Clarity and Neatness | Comic Strip is easy to read and all elements are clearly written | Comic Strip is easy to read and most elements are clearly written | Comic Strip is easy to read and some elements are clearly written | Comic Strip is hard to read and few elements are clearly written |
| Spelling & Proofreading | No spelling errors No more than 1 spelling error No more than 3 spelling errors Several spelling errors | No more than 1 spelling error No more than 3 spelling errors Several spelling errors | No more than 1 spelling error No more than 3 spelling errors Several spelling errors | No spelling errors No more than 1 spelling error No more than 3 spelling errors Several spelling errors |
| Comments: | Grade: | | | |

Career and Technical Education
Middle School (Grades 6-8)
Ignition: Digital Wellness & Safety
Day 2 (Lesson 2 – Safety and Privacy)

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| Standards | <ul style="list-style-type: none"> • 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. • Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. • Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. • Students will demonstrate job acquisition and advancement skills. | | |
| Learning Targets/I Can Statements | <ul style="list-style-type: none"> ➤ I can list steps to keep personal information private online. ➤ I can explain what a digital footprint is and how it's created. ➤ I can identify when to seek help from a trusted adult. ➤ I can identify and describe digital rights and restrictions. | | |
| Essential Question(s) | <ol style="list-style-type: none"> 1. What is a digital footprint? 2. How do you protect digital data from being stolen or compromised? | | |
| Resources | <p>Lesson 2 - Safety and Privacy</p> <ul style="list-style-type: none"> • Handouts: Questions 1 – 5 (Pre-Assessment) Magazine Cover Activity Digital Footprint (Homework) <p>You will need to use the template provided for all assigned activities in this lesson.</p> | | |
| Learning Activities or Experiences | <p>Opening Activity (10 minutes): Pre-Assessment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Pre-Assessment</td> <td style="padding: 5px; text-align: center;">Question & Answer</td> </tr> </table> | Pre-Assessment | Question & Answer |
| Pre-Assessment | Question & Answer | | |

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| <p><u>What is a "digital footprint?"</u></p> <p>A. A collection of data from someone's online activity that can be traced back to them</p> <p>B. A list of websites where a person has gone online</p> <p>C. Tracking of someone's physical location through an app</p> <p>D. All the ways two people are connected online</p> | <p>What's a good way to keep personal information private online?</p> <p>A. Make social media profiles public</p> <p>B. Turn off location tracking on all apps</p> <p>C. Share personal information over direct messages only</p> <p>D. Both B and C</p> | <p>When is it okay to share your password with a friend?</p> <p>A. If your friend promises not to tell anyone</p> <p>B. If you change your password right afterward</p> <p>C. If it's your best friend</p> <p>D. It's never safe to share your password</p> | <p>When should you talk to an adult you trust?</p> <p>A. If you see yourself tagged online and you don't want to be asked</p> <p>B. If someone asks you for personal information</p> <p>C. If you aren't sure if you should post something</p> <p>D. All of the above</p> | <p>How can you make sure a picture won't be shared publicly online?</p> <p>A. Only share it over direct message</p> <p>B. Only share it with friends you know</p> <p>C. Only share it in person</p> <p>D. Only send it over email</p> | <p>Lesson Overview:</p> <p>You will evaluate social media platforms or related websites (e.g., Snapchat, Instagram, YouTube, TikTok) to learn more about the pros and cons of using these platforms.</p> |
| <p><u>Magazine Cover</u> – You will create a magazine cover on the research you conducted for one of the social media platforms. The magazine should be visually attractive and interesting to read. Your cover should answer the following questions:</p> <ul style="list-style-type: none"> - Benefits of sharing with this social media platform or website/app. - Drawbacks of sharing with this social media platform or website/app. - How do you use this social media platform for school and personal use? - What are society's thoughts on this social media platform? - Any other topics you think are important for your magazine cover. | | | | | |
| <p><u>Research Activity</u> (30 minutes):</p> <p>At age twelve, students self-report the beginning signs of high-risk internet behavior. In this lesson, you will explore how your online actions and decisions can have both short- and long-term impacts on your safety and privacy. You'll learn what it means to have a digital footprint and ways to protect your personal information and data online. Also, you will explore how apps and programs can track their location and why and how to keep that private. Finally, you will receive guidance on how to ask for help.</p> | | | | | |
| <p><u>Lesson Review:</u></p> <p>You will evaluate social media platforms or related websites (e.g., Snapchat, Instagram, YouTube, TikTok) to learn more about the pros and cons of using these platforms.</p> | | | | | |
| <p><u>How can you make sure a picture won't be shared publicly online?</u></p> <p>A. Only share it over direct message</p> <p>B. Only share it with friends you know</p> <p>C. Only share it in person</p> <p>D. Only send it over email</p> | <p>When should you talk to an adult you trust?</p> <p>A. If you see yourself tagged online and you don't want to be asked</p> <p>B. If someone asks you for personal information</p> <p>C. If you aren't sure if you should post something</p> <p>D. All of the above</p> | <p>When is it okay to share your password with a friend?</p> <p>A. If your friend promises not to tell anyone</p> <p>B. If you change your password right afterward</p> <p>C. If it's your best friend</p> <p>D. It's never safe to share your password</p> | <p>What's a good way to keep personal information private online?</p> <p>A. Make social media profiles public</p> <p>B. Turn off location tracking on all apps</p> <p>C. Share personal information over direct messages only</p> <p>D. Both B and C</p> | <p>What's a good way to keep personal information private online?</p> <p>A. Make social media profiles public</p> <p>B. Turn off location tracking on all apps</p> <p>C. Share personal information over direct messages only</p> <p>D. Both B and C</p> | |

| | |
|----------------|--|
| | <p>Sample magazine covers:</p> <p>https://img.moneysavingmom.com/wp-content/uploads/2017/03/sportsillustrated.jpg</p> <p>https://s7d9.scene7.com/is/image/NationalGeographic/10003</p> <p>https://iblog.dearbornschools.org/agemyd/wp-content/uploads/sites/220/2014/09/Beyonce had a great year but Time Magazine have other ideas.jpg</p> <p>Magazine Covers can be created by hand or computer generated, submission should be upload or emailed to the teacher by _____.</p> |
| Closing | <p>Homework (10 minutes): Create a digital footprint</p> <p>What kind of information would you want to find about yourself in 5 years, in 10 years? Fill in the footprint below with the types of search results (articles, posters, videos, images, etc.) that you would want to see. Be creative and list out any tips on privacy and safety!</p> |

Lesson ideas and activities adapted from Every Curriculum.

| Learning Objectives | Pre-Assessment Questions & Answer | Opening Activity (10 minutes): Pre-Assessment | Experiences or Activities |
|---|---|--|--|
| <p>Essential Question(s)</p> <p>How can you create a healthy balance between online and offline time?</p> | <p>• Handouts</p> <p>• Reflections 1 - 5 (Pre-Assessment)</p> <p>Screen Time vs. Offline Time (Chart)</p> <p>Reflection of Screen Time vs. Offline Time (Homework)</p> | <p>You will need to use the template provided for all assigned activities in this lesson.</p> <p>Lesson 3 – Screen Time vs. Offline Time</p> | <p>Resources</p> <p>Lesson 3 – Screen Time vs. Offline Time</p> |
| <p>Standards</p> | <p>I can identify methods to create a healthy balance between online and offline time.</p> | <p>I can describe the potential consequences of spending a lot of time online.</p> | <p>Essential Targets/I Can</p> <p>I can identify methods to create a healthy balance between online and offline time.</p> |
| <p>Learning Statements</p> | <ul style="list-style-type: none"> Students will demonstrate job acquisition and advancement skills. Students will demonstrate an understanding of workplace structures, organizations, systems, and climates. Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation. Students will demonstrate proactivity and skills associated with the use of technologies to seek help from a trusted adult. Ideally methods to create a healthy balance between online and offline time. | <ul style="list-style-type: none"> I can describe the potential consequences of spending a lot of time online. I can describe the potential consequences of spending a lot of time online. I can identify methods to create a healthy balance between online and offline time. I can describe the potential consequences of spending a lot of time online. | <p>Activities or Experiences</p> <p>Lesson 3 – Screen Time vs. Offline Time</p> <p>• Handouts</p> <p>• Reflections 1 - 5 (Pre-Assessment)</p> <p>Screen Time vs. Offline Time (Chart)</p> <p>Reflection of Screen Time vs. Offline Time (Homework)</p> |

Day 3 (Lesson 3 – Screen Time vs. Offline Time)

Lesson: Digital Wellness & Safety

Middle School (Grades 6-8)

Career and Technical Education

| | | |
|--|---|--|
| | 2 | What's a FALSE statement about online time? A. Blue light from devices can make it hard to sleep. B. It's a good way to connect with friends who are far away. C. Checking social media a lot is connected to more happiness. D. You can find digital resources that you don't have locally. |
| | 3 | What's a sign you should talk to an adult about your online time? A. If you'd rather spend time with friends in person than online. B. If you always feel anxious about what you're missing online. C. If you only feel happy when you are online. D. Both B and C. |
| | 4 | How can you create a healthy balance between online and offline time? A. Ask friends not to tag or message you. B. Turn off notifications on your phone. C. Limit online time to once a week. D. All of the above. |
| | 5 | How can you help your offline friendships? A. Don't look at your phone when talking with your friends. B. Check for notifications from friends every day. C. Tag friends in pictures online. D. Never spend more time talking online than offline. |

Lesson overview:

Research shows that many teens who own a smartphone wish they could disconnect more. But in a world that is increasingly connected online, they aren't sure how to do it. In this lesson, students will learn the need to balance their screen time with offline time.

You will evaluate and address your own digital dependency.

Students will list their academic and personal goals for the week/month/year and ways they can manage their time online and offline to achieve these goals.

Below are some suggested apps that are great for tracking and finding the right balance:

- Phone settings on most devices track your online time; check your settings to learn more
- Suggested tracking apps, feel free to use an app of your own choice - Moment - Screen Time Control (iPhone) - ZenScreen (Android)

Application Activity (Screen Time vs. Offline Time) (30 minutes):

How will you achieve all of your academic and personal goals for the week while still managing your online and offline time? Please log how many

| Closing | Homework (10 minutes): |
|--|--|
| Reflection Activity: Write one paragraph (five to seven sentences) for each question summarizing your results. | <p>Try these steps to improve online time on social media sites:</p> <p>Tracking Online Activity Tips</p> <ul style="list-style-type: none"> • Were you surprised by the amount of time you spent offline vs online? • Did you achieve all of your goals? • What would you change about your offline vs online goals? <p>1. Set a timer for email, text, and social media so you don't stay on too long;</p> <p>2. Move all social media icons to the last page of your home screen.</p> <p>3. Set your phone to <i>Do Not Disturb</i> while you study (only allow calls from your parents or guardians).</p> <p>4. Put devices on silent when you study and close all apps and windows not related to your work.</p> <p>5. Change the blue light settings on your phone to Night Shift/Night Light from evening until first thing in the morning</p> <p>6. Try "mindful breathing" - especially when you feel stressed or after being on a device for a long time: take three deep breaths, counting to three each time, and focusing only on your breath. You can also try a "mindful meditation" app!</p> |

Lesson ideas and activities adapted from Everfi curriculum.

| | | | | | | |
|---|------------------|---------------|-------------------------|---|--|--|
| | | | | | | |
| | | | | | | |
| 1. How do I use technology to enhance productivity? | Ese nt ial | se nt s | at e m e nt | St a n i s/ et rg Ta g ar ni L | C a n i s/ et rg Ta g ar ni L | Le ar ni n g Ta g ar ni L |

- Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
- Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.
- Students will demonstrate an understanding of workplace structures, organizations, systems, and climates.
- Students will demonstrate job acquisition and advancement skills.

Day 4 (Lesson 4 – Technology and Data)

Lesson

Middle School (Grades 6-8)

Career and Technical Education

| Q u es ti o n(s) | | | | | | | | | | | |
|--|--|-----------------------|------------------------------|---|--|---|---|---|--|---|---|
| R e s o ur ce s | <p>Lesson 4 – Technology and Data</p> <ul style="list-style-type: none"> • Adobe (optional) • Microsoft Word (optional) • Publisher (optional) • Internet (optional) • Handouts <p>Questions 1 – 5 (pre-assessment) Phishing Awareness (word search) Anti-phishing poster (homework)</p> | | | | | | | | | | |
| Le ar ni ng A ct ivi ti es or Ex pe ri en ces | <p>You will need to use the template provided for all assigned activities in this lesson.</p> <p>Opening Activity (10 minutes) Pre-Assessment</p> <table border="1"> <thead> <tr> <th>Pre-Assessment</th><th>Question & Answer</th></tr> </thead> <tbody> <tr> <td>1</td><td> <p>What makes a good password?</p> <ol style="list-style-type: none"> A mix of letters, numbers, and symbols you'll remember. Something you can remember, like your age and pet's name. A word in a foreign language. A random mix of letters and numbers. </td></tr> <tr> <td>2</td><td> <p>What's a possible sign of malware?</p> <ol style="list-style-type: none"> Lots of popups. Being redirected in search engines. Computer running slowly. All of the above. </td></tr> <tr> <td>3</td><td> <p>What might be a phishing message?</p> <ol style="list-style-type: none"> An email with a link to re-set your password. A text message from a friend about a new movie. A website where you can buy songs. All of the above. </td></tr> <tr> <td>4</td><td> <p>When you sign up for an app or social media account, are you letting the company use your information?</p> <ol style="list-style-type: none"> No Yes Only if you give permission Only if they tell you each time they use it </td></tr> </tbody> </table> | Pre-Assessment | Question & Answer | 1 | <p>What makes a good password?</p> <ol style="list-style-type: none"> A mix of letters, numbers, and symbols you'll remember. Something you can remember, like your age and pet's name. A word in a foreign language. A random mix of letters and numbers. | 2 | <p>What's a possible sign of malware?</p> <ol style="list-style-type: none"> Lots of popups. Being redirected in search engines. Computer running slowly. All of the above. | 3 | <p>What might be a phishing message?</p> <ol style="list-style-type: none"> An email with a link to re-set your password. A text message from a friend about a new movie. A website where you can buy songs. All of the above. | 4 | <p>When you sign up for an app or social media account, are you letting the company use your information?</p> <ol style="list-style-type: none"> No Yes Only if you give permission Only if they tell you each time they use it |
| Pre-Assessment | Question & Answer | | | | | | | | | | |
| 1 | <p>What makes a good password?</p> <ol style="list-style-type: none"> A mix of letters, numbers, and symbols you'll remember. Something you can remember, like your age and pet's name. A word in a foreign language. A random mix of letters and numbers. | | | | | | | | | | |
| 2 | <p>What's a possible sign of malware?</p> <ol style="list-style-type: none"> Lots of popups. Being redirected in search engines. Computer running slowly. All of the above. | | | | | | | | | | |
| 3 | <p>What might be a phishing message?</p> <ol style="list-style-type: none"> An email with a link to re-set your password. A text message from a friend about a new movie. A website where you can buy songs. All of the above. | | | | | | | | | | |
| 4 | <p>When you sign up for an app or social media account, are you letting the company use your information?</p> <ol style="list-style-type: none"> No Yes Only if you give permission Only if they tell you each time they use it | | | | | | | | | | |

G S C S I G N A T U R E M O C
 L D M G E N E C G I G B J D C I S
 C S I @ D I A G E O C O M E J T L
 H I O M L O I L O R H C S N U A I
 M S S E N D E R E M A I L I D T A
 @ A G E J M G T G P G I I L R U T
 T E J B I N B G N I N D A T M L E
 T T L N A C C L I M I U C C U A D
 O F F I C I A L D P H C G E T S L
 B B E R L J D B N N S N M J I U A
 D M T H L T @ F A J I P S B A P N
 N L @ P I T N L R J H U T U E B O
 O C C O A R D L B C P T S S D A S
 M I S M A T C H E D U R L U S R
 P U M N T P A @ B R E E G M B R E
 O L A T T A C H M E N T S B T A P

Phishing Awareness

Lesson overview:
Phishing Awareness Word Search (10 minutes)

| | | | | |
|---|-----------|----------|------------|--------------|
| If a movie, song, or book is offered for free, is it malware? | A. Always | B. Never | C. Usually | D. Sometimes |
|---|-----------|----------|------------|--------------|

POOR GRAMMAR JAGNE

| | | | |
|--------------|--------------|-----------------------|--------------|
| branding | salutation | mismatched URL | Sender E |
| mail ID | subject line | personal details | official sig |
| nature | attachments | <u>CSI@diageo.com</u> | Phishing |
| poor grammar | | | |

People who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name. While phishing and scams are a **SERIOUSLY** big deal online, sometimes it is good to start off by looking at the lighter side. Today, we are going to dive a little deeper on how to look for phishing clues.

Phishing: When someone tries to get personal data online by pretending to be someone else. Phishing is when someone tries to get personal data online by posing as someone else. Phishing could look like:

- An email from what looks like social media, asking you to re-enter your password.
- A message that looks like it's from a friend, with a link.

Phishing can happen over email, direct message, in chat rooms, or anywhere else. The message may threaten negative actions if you don't act right away.

Close In g

Homework (30 minutes) Create an Anti-Phishing Poster

Create an anti-phishing digital poster that can be placed somewhere in the school's hallway or cafeteria using paper and markers, Adobe, Microsoft Word or Publisher. Use at least two phishing examples in your poster. Include tips about protecting yourself from phishing and identity theft. (30 minutes)

ANTI-PHISHING POSTER RUBRIC

| Content | 25 points | 15 points | 1 point |
|--|--|---|---|
| Creativity | Colorful, appealing to the eye, catches the audience's attention | Has some color but does not catch the reader's attention | Lacks visual appeal |
| Phishing Examples Used | Has at least two phishing examples | Has one phishing example | Does not have a phishing example |
| Tips About Protecting Yourself from Phishing | Includes at least two tips to protect yourself from phishing | Includes at least one tip to protect yourself from phishing | Does not include any tips to protect yourself from phishing |

| | | | |
|----------------|----------|--|---|
| | | | |
| Identity Theft | Mentions | Identity theft in mention identity theft | Does not mention identity theft positively or negatively (either positively or negatively) |

Career and Technical Education

Middle School (Grades 6-8)

Ignition

Day 5 (Lesson 5 – Rights and Literacy)

| Standards | <ul style="list-style-type: none">Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. | | | | | | |
|---|--|----------------|-------------------|---|---|---|---|
| Learning Targets/I Can Statements | <ul style="list-style-type: none">➤ I can differentiate the negative and positive aspects of an online community.➤ I can identify and describe digital rights and restrictions.➤ I can differentiate between created and curated content.➤ Students will demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.➤ Students will demonstrate an understanding of workplace structures, organizations, systems, and climates.➤ Students will demonstrate job acquisition and advancement skills. | | | | | | |
| Essential Question(s) | <ol style="list-style-type: none">How do I use relationship skills?How do I make responsible decisions? | | | | | | |
| Resources | <p>Lesson 5 – Rights and Literacy</p> <ul style="list-style-type: none">Microsoft PowerPoint (optional)Prezi (optional)Internet (optional)Handouts <p>Questions 1 – 5 (pre-assessment) Comic strip (Activity and Homework)</p> <p>You will need to use the template provided for all assigned activities in this lesson.</p> | | | | | | |
| Learning Activities or Experiences | <p>Beginning Activity (10 minutes) Pre-Assessment</p> <table border="1"><thead><tr><th>Pre-Assessment</th><th>Question & Answer</th></tr></thead><tbody><tr><td>1</td><td><p>What's true about freedom of expression?</p><p>A. It's unlimited. B. It allows you to express your ideas. C. It allows you to express your opinions. D. Both B and C.</p></td></tr><tr><td>2</td><td><p>If something is copyrighted, how can it be used?</p><p>A. Only with credit.</p></td></tr></tbody></table> | Pre-Assessment | Question & Answer | 1 | <p>What's true about freedom of expression?</p> <p>A. It's unlimited. B. It allows you to express your ideas. C. It allows you to express your opinions. D. Both B and C.</p> | 2 | <p>If something is copyrighted, how can it be used?</p> <p>A. Only with credit.</p> |
| Pre-Assessment | Question & Answer | | | | | | |
| 1 | <p>What's true about freedom of expression?</p> <p>A. It's unlimited. B. It allows you to express your ideas. C. It allows you to express your opinions. D. Both B and C.</p> | | | | | | |
| 2 | <p>If something is copyrighted, how can it be used?</p> <p>A. Only with credit.</p> | | | | | | |

Comic Strip Rubric

| | |
|--|--|
| | <p>Comic Strip Activity (20 minutes)</p> <ul style="list-style-type: none"> • Create a comic strip that: Extra, Extra, Read All About It!!! • Highlights why you should follow the rules and rights restrictions regularly posts short videos. • Expresses your personal opinion about something that is happening when posting curated content. • In the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the comic strip. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion. • Use at least two curated content sources in your comic strip. (30 minutes) |
|--|--|

| | | |
|---|---|---|
| 5 | If someone you don't know gives you feedback on your online creation, what should you do? | <p>A. See what you think about their feedback. B. Ask to talk about it offline. C. Ignore it. D. Both A and B.</p> |
| 4 | Which is a copyright violation? | <p>A. Sending a copyrighted song to a friend. B. Sharing a copyrighted image on social media. C. Downloading a copyrighted movie without permission. D. All of the above.</p> |
| 3 | What is curated content? | <p>A. Something you created. B. Something you didn't create, but are sharing. C. Something you co-created. D. Either A or C.</p> |
| | | <p>B. Only with permission. C. With permission or in certain "fair use" cases. D. With permission or in certain "fair use" cases.</p> |

| | Student Name | Period | | | |
|--|---------------------------------------|--|--|--|---|
| | CATEGORY | 20 | 15 | 10 | 5 |
| | Required Elements | Comic Strip includes all required elements as well as a few additional elements. | Comic Strip includes all required elements and one additional element. | Comic Strip includes all required elements. | One or more required elements is missing from the comic strip. No sentences were added. |
| | -Theme | | | | |
| | -Storyline | | | | |
| | -Well-crafted sentence variety | Complete sentences were used. | Some complete sentences were used. | Missing some complete sentences. | |
| | (4 types) | | | | |
| | Content - Accuracy | All facts in the comic are accurate. | 99-90% of the facts in the article are accurate. | 89-80% of the facts in the article are accurate. | Fewer than 80% of the facts in the article are accurate. |
| | Organization | All information is organized appropriately. | Most information is organized appropriately. | Some information is organized appropriately. | Organization of material is confusing to the reader. No color was added. |
| | Clarity and Neatness | Comic Strip is easy to read and all elements are clearly written and drawn. Color was added. | Comic Strip is easy to read and most elements are clearly written and drawn. Some color was added. | Comic Strip is somewhat easy to read and some elements are clearly written and drawn. Very little color was added. | Comic Strip is hard to read and few elements are clearly written and drawn. No color was added. |
| | Spelling & Proofreading | No spelling errors | No more than 1 spelling error | No more than 3 spelling errors | Several spelling errors |
| | Comments: | | | Grade: | |

Closing

Homework (20 minutes) Comic Strip Activity (cont.)

Extra, Extra Read All About It!!!

Create a comic strip that:

- Highlights why you should follow the rules and rights restrictions when posting curated content.
- Expresses your personal opinion about something that is happening in the news today or the world today (presidential candidate, TV show, basketball player, music video, etc.) in the comic strip. Choose one topic to demonstrate freedom of expression. Use as many comic strip boxes as needed to express your opinion.
- Use at least at least two curated content sources in your comic strip. (30 minutes)