

Digital Citizenship 20 Course

When we think of the word “brand”, consumer products often come to mind. Every day we are inundated with appeals to subscribe to and patronize a particular company’s brand. The most common manifestation of this is in a corporate logo, which if used effectively, can conjure up an entire product line, service, or philosophy with a mere emblem or graphic. As such, our society has become accustomed to being able to sum up the core purpose of an entire organization or industry simply by associating it with a specific logo or brand.

This truth is not lost on today’s young people. In the process of discovering one’s identity, high school students around the world align themselves with dozens of brands. Musical artists, sports teams, and clothing line logos dominate the landscape in today’s schools and young people are often fiercely loyal to their own adopted brands of choice, often wearing them quite literally on their sleeves.

We can easily identify how corporate branding works so well to promote consumer products and services, however, we often do not realize that we are a walking billboard for our own identity. In the past we were as good as our word, today our identity goes far beyond this concept, a search on Google or through any array of social media sites will produce information about us as an individual. Indeed, many entertainment artists have taken to doing just that; developing a personal brand and using that to market themselves more effectively. In the shadow of a stiff world economy, students need to be able to develop the necessary skills to do the same.

1. The Brand of Me

A. Introduction to Personal Branding

Outcomes:

1. Evaluate familiar brands and understand why they are easily recognizable to us.
 - I will reflect in my journal on what brands are easily recognizable to me.
2. Demonstrate an understanding of what it means to be a Personal Brand.
 - I will write a quiz that demonstrates my understanding of personal branding.
3. Assess who they are as an individual.
 - I will create a mind map that explores who I am.
4. Construct an understanding of why it is important to be responsible with your personal brand.
 - I will reflect in my journal about myself and how I am my own brand.

Indicators:

A1.1 Analyze familiar brands and synthesize why they have created a strong brand identity.

A2.1 Demonstrate how a personal brand is a leadership requirement.

A2.2 Analyze and identify aspects of a personal brand.

A3.1 Create a mind map that describes their personal attributes.

A4.1 Demonstrate how generating material that contributes to their personal brand adheres to the strategies for basic online safety.

B. Your Brand Statement Refined

Outcomes:

1. Demonstrate and understanding of the strategies for building a personal brand.
 - I will reflect in my inquiry journal about how a personal brand is created.
2. Analyze how a marketing story enhances the brand of you.
 - I will complete a quiz that displays my understanding on marketing and the brand of me.
3. Refine a summary about you to generate a highlight list.
 - I will generate a list of highlights about myself to help me focus what my brand may be about.
4. Generate a personal brand statement.
 - I will generate a brand statement about myself based on my highlight list.

Indicators:

B1.1 Identify how to build your personal brand.

B2.1 Understand the basic elements needed to generate a marketing story for your personal.

B3.1 Analyze and generate a list of their ideal personal attributes.

B4.1 Synthesize their personal attributes and create a personal brand statement.

C. Your Brand Logo

Outcomes:

1. Identify the significance and power of a logo in brand identity.
 - I will reflect on the significance and power of a logo in my journal.
2. Master the elements of iconic design.
 - I will write a quiz that displays my knowledge on iconic design.
3. Create and explain a personal logo for their brand.
 - I will create a logo that I can use for my own personal brand of me.

Indicators:

C1.1 Identify what makes certain logos iconic.

C2.1 Demonstrate an understanding of traditional logo design.

C3.1 Demonstrate their understanding of logo design toward the product of their personal brand logo.

C3.2 Explain the significance in the elements and aspects of their design.

D. Sharing Your Brand Online

Outcomes:

1. Understand the responsibility of sharing personal information online.
 - I will write a quiz that displays my understanding of sharing personal brand information online.
2. Demonstrate how to create a brand online.
 - I will create a personal web page on my own brand.

Indicators:

D1.1 Demonstrate how to be a responsible digital citizen.

D1.2 Synthesize and explain the significance of their actions online.

D2.1 Demonstrate how to create a basic online brand.

D2.2 Evaluate what basic information should be in their online brand.

2. Discovering Your Brand Through Self Discovery (or Reflection)

E. Connections to Your Past

Outcomes:

1. Evaluate how your past contributes to the current version of you.
 - I will reflect on my past in my journal.
2. Analyze your cultural, family and personal identity.
 - I will research about my cultural, family and personal identity.
3. Develop an identity that will grow with future.
 - I will use an artifact from my past to help create a basis for me to build an aspect of my personal brand upon.

Indicators:

E1.1 Examine the facets that make up our personal identity.

E2.1 Evaluate specific elements of their life, which has molded their unique individual identity.

E3.1 Synthesize what has contributed to the formation of their identity and analyze what they want their identity to become in the future.

F. Research Your Name

Outcomes:

1. Demonstrate what your name means.
 - I will research the meaning of my first and last names.
2. Discover how you received your name.
 - I will inquire with family members to see why I was given my name.
3. Analyze any changes to your spelling or pronunciation of your name throughout your family's history.
 - I will research the history of my name and any changes that it may have gone through.
4. Create a unique font to help promote your brand.
 - I will create a font that uniquely displays my name in a way that complements my brand.

Indicators:

F1.1 Explain the meaning and significance of your first, middle and last name.

F2.1 Survey your parent or guardians to find out how they choose your name.

F3.1 Develop a visual display of your name.

F3.2 Explore the importance of typography in brand creation.

F4.1 Generate a unique Font that summarizes you.

G. My Online Image

Outcomes:

1. Create an awareness of the basic rules in composition, lighting, location and the use of props.
 - I will write a quiz that displays my knowledge on creating an online image.
2. Synthesize who you are when you see your image.
 - I will write a journal that reflects on what I see in my own image.
3. Analyze and explain how others are successfully using their own image to promote their own personal brand.
 - I will reflect in my journal about existing personal brands that I am familiar with.
4. Demonstrate how to promote themselves through a visual image of themselves as a professional in an online setting.
 - I will create a series of five personal images that could be used for my online image.

Indicators:

G1.1 Create a series of images that use their self as the subject.

G1.2 Demonstrate how to use available light and intentional lighting in both an indoor and outdoor setting.

G1.3 Evaluate the importance of or limitations to the concept of using props in a self portrait.

G2.1 Analyze and explain what they visualize in an image of their self.

G2.2 Synthesize the perspective from other people who view the same image.

G3.1 Demonstrate an understanding of people who are successfully using their own image to promote their personal brand.

G3.2 Identify and explain if people are using positive or potentially negative images of themselves to promote their own brand and why some people use and get away with negative images in their brand.

G4.1 Display a successful series of images in an online environment.

H. Music and Me

Outcomes:

1. Analyze and understand how elements of the music they listen to defines them.
 - I will reflect in my journal on how my music may define who I am.
2. Create a sample of the music that defines their life at this moment in time.
 - I will create a YouTube playlist and a CD jacket that displays the soundtrack to my life.

Indicators:

H1.1 Clearly identify the perception that is associated with the style(s) of music that they listen to.

H1.2 Demonstrate an understanding of the message(s) that are in the music they listen to.

H2.1 Generate a sample mix CD jacket cover for the “best of” soundtrack to their life.

3. Controlling Your Brand

I. Ideas Worth Sharing

Outcomes:

1. Identify and understand what ideas other people successfully share.
 - I will reflect in my journal about what I know is shared online.
2. Analyze and explain how ideas are effectively communicated today.
 - I will reflect on effective communication in my journal.
3. Examine the pitfalls associated with sharing something that has negative effects on the individual who shared it.
 - I will reflect on the negative aspects that can arise from sharing information online.
3. Discover what ideas they have that are worth sharing with the world.
 - I will research what is being shared online already.

4. Demonstrate how to develop a framework to update or add to ideas that you have shared publically.
 - I will create my own presentation about a topic that I feel I know enough about to share online.

Indicators:

I1.1 Clearly identify topics and ways that people share their ideas.

I1.2 Demonstrate an understanding of how ideas are effectively shared today.

I2.1 Evaluate and explain the negative aspects associated with sharing information that may be damaging to the individual who shared it.

I3.1 Analyze what ideas they have that they should share with others.

I3.2 Develop an idea and share it in an appropriate way with others.

I4.1 Develop an action plan to add to the idea that they have shared.

J. Supportive Communities for the Brand of You

Outcomes:

1. Identify and understand the elements in a forum.
 - I will research what are common and appropriate elements to a forum.
2. Understand the risks and benefits of joining teen or open forums.
 - I will research and then reflect in my journal about the risks and benefits to joining an online forum.
3. Analyze and explain the benefits of an online community.
 - I will research and then reflect in my journal about the risks and benefits to joining an online community.
4. Evaluate an online community that may be useful for them.
 - I will write a five-paragraph essay that describes my evaluation of an online forum thread of my choice.

Indicators:

J1.1 Clearly identify the key elements are present in a forum.

J2.1 Demonstrate an understanding of the risks and benefits to joining a forum.

J3.1 Evaluate and describe the benefits of an online community.

J4.1 Demonstrate and describe the benefits that an online community would have for their interests.

K. Resume

Outcomes:

1. Update and maintain an online resume.
 - I will submit a link to my updated online resume.
2. Develop a creative professional promotional product.
 - I will create and submit an interactive resume or promotional product.

Indicators:

K1.1 Contribute new information to their existing resume from Digital Citizenship 10.

K2.1 Demonstrate an understanding of various styles of personal brand promotional product that exist.

K2.2 Generate an individual promotional item for your personal brand.

L. Making Your Brand Visible

Outcomes:

1. Analyze best practices to share your brand through social media.
 - I will reflect in my journal about what I should share on social media.
2. Demonstrate an awareness of how your current social media tools represent you well.
 - I will reflect in my journal about how I use currently use social media.
3. Construct an understanding toward minimizing the impact of past discretions in your digital footprint.
 - I will use Search Engine Optimization (SEO) techniques to remove and or make negative information about me harder to find.
4. Evaluate what social media sites best promote certain aspects of your brand.
 - I will use a SEO to improve the visibility of my brand in three social media platforms.

Indicators:

L1.1 Clearly identify the best practices for sharing your brand through social media.

L1.2 Demonstrate an understanding of which social media tools will work best to accomplish their brand goals.

L2.1 Evaluate attributes of social media sites to determine what promote aspects of their brand in meaningful way.

L3.1 Understand what strategies are available to help minimize past discretions in their digital footprint.

L4.1 Promote the sites that best represent you and your brand.

M. Now that You are a Brand

Outcomes:

1. Assess and understand how to take the brand you have developed and keep it current and relevant.
 - I will use a web service to measure and develop the impact of my brand through social media sites.

Indicators:

M1.1 Clearly identify what is essential for your brand to evolve.

M1.2 Demonstrate an understanding of the importance of maintaining a current and relevant brand online.

M1.3 Evaluate attributes of your brand in meaningful way to be able to self identify what needs to change.

N. Inquiry Based Project

Outcomes:

1. Demonstrate what key topics are important for your brand or personal branding in general.
 - I will reflect in my journal about what I want to share about my brand or personal branding to others.
2. Display how to effectively communicate your brand in a meaningful way through a digitally format.
 - I will create a PSA or promotional item for my brand of me.

Indicators:

N1.1 Analyze what key topics teens need to understand about their own personal brand.

N1.2 Evaluate supporting material that substantiates their thesis.

N2.1 Develop a PSA or a promotional item that delivers their message in a concise meaningful way.

N2.2 Determine how to distribute your message to teens through a digital environment of your choice.

Incorporation of Various Core Curriculum Components and Initiatives

Common Essential Learnings

Communication

- To develop an appreciation of how simply being a digital citizenship creates a personal brand for each individual online.
- To use language for differing audiences and purposes that are relevant to social media for personal and professional applications.
- To enable students to use language (listening, speaking, reading, and writing) for differing audiences and purposes that are relevant to online communication.
- To enable students to produce a digital footprint that effectively communicate information.
- To produce tools that can easily be used by users to solve problems.
- To communicate solutions to users experiencing problems.
- To effectively use multi-media to communicate their personal story.

Numeracy

- To develop an appreciation for the amount of people using social media, using content based on statistical information
- Analyzing trends and usage based on statistical data.
- Understanding how many people market their personal brand to increase desired results.

Critical and Creative Thinking

- To enable students to think for themselves and integrate the skills they have developed.
- To develop and produce an appropriate online brand.
- To integrate digital citizenship skills with other subject material in such a way that the value of those skills are recognized.
- To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences as they relate to the online environment.
- To practice the processing of information in meaningful contexts.
- To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences, and information in meaningful contexts.
- To develop an understanding of how knowledge is created, evaluated, refined and changed within the online environment.
- To identify and analyze problems potentially encountered by computer users.
- To understand and use the common functions of the Internet and social media.

Technological Literacy

- To establish a general understanding of the internet to prepare students for efficient use of technology in their public and private lives.
- To recognize the capabilities and limitations of application software, and how those capabilities can be best utilized.
- To gain a general understanding of social media that will prepare students to use technology efficiently in their private life and in school.
- To engage in active involvement in decision-making and problem solving related to their own personal digital footprint.
- To provide opportunities for students' active involvement in decision making related to technological developments and opportunities in social media.
- To develop students' appreciation of the value and limitations of technology for information sharing.
- To develop students' appreciation of the value and limitations of technology within society.
- To understand and use the common functions of the Internet and social media.
- To develop technological skills regarding career information.
- To identify and analyze problems potentially encountered by computer users and social media.
- To create material through a variety of multi-media tools.
- To effectively navigate through various social media platforms to establish their personal brand.

Personal and Social Values and Skills

- To develop an appreciation of the importance of creating a positive, dynamic digital footprint in many aspects of students' lives and in society in general.
 - To establish an understanding of social media to prepare students for efficient use of computers in their private life and in school.
 - To develop an appreciation of the importance of the information sharing in many aspects of life and in society in general.
 - To understand how users can adapt, change, and discern to accommodate new directions and new advances in social media and online technologies.
 - To incorporate each student's individuality and understanding with their online experience from their unique perspectives (cultural, ethical, religious)
 - To identify how one's past has helped shape and mold them into the person they are today.
- To develop the capacity to decide what they want to grow toward in the future.

Independent Learning

- To support the development of a positive disposition to life-long learning.
- To support the development of a positive disposition to digital citizenship for lifelong learning.
- To recognize that changing technology will require that end users be capable of adapting to those changes.
- To develop technological skills to access social media.
- To support the awareness that the concepts in this course require a lifelong commitment for all.

The content covered in this course will reference student experiences, which include but are not limited to issues that discuss gender issues, as well as cultural and ethical perspectives. Some examples used within the course also reference culture specific to the material that is based in this course. This includes First Nation and Metis references.

Incorporating Career Development Competencies

a) Personal Management

- Students will learn and practice healthy digital living.
- Digital citizenship skills developed in this course will have long-term impact on the students and the community.

- Students will understand that a strong personal brand involves a high level of personal control and management of their online identity.

b) Learning and Work Exploration

- This course is designed to raise students' awareness to the connection between a healthy online existence and improved employment opportunities.
- Students will be expected to maintain an online resume, which is an important step for them to create a professional online presence.
- Students will be expected to develop a creative professional promotional material.
- Potential future employers and post secondary institutions will be able engage with students through their professional online development.
- The student will engage in meaningful career exploration related to how other people have used their personal brand to further their own careers.

c) Life/Work Building

- Students will be assisted in creating a personal brand which includes a resume, and digital footprint that helps them secure and maintain work. Opportunities for further training will be made available through future classes.
- Through inquiry based learning students will have the opportunity to hone their understanding of digital citizenship.
- Students will be called to explore their traditions, values and beliefs and in doing so will recognize how to balance face-to-face and digital life.
- This course is based to expose students to a broad range of health and wellness issues across the generations. This will help students identify digital life changes as we age.
- Students will be encouraged through inquiry based learning to take responsibility for planning meaningful online life and work goals.

Examples of Instructional Approaches

Digital Citizenship 20 will require each student to engage in the process of inquiry. The course material culminates in them identifying their big question, and substantiating their point of view through their understanding of the course material. Other approaches used in this class are detailed below:

a) Direct Instruction

This strategy is highly teacher-directed and is among the most commonly used. This strategy includes various digital lectures, guided reading, drill and practice, guides for reading, and demonstrations.

- Digital Lectures: incorporates various videos that deliver oral/video based facts or principles in which the learner is responsible for taking appropriate notes.
- Drill and Practice: repetition of fundamental skills and knowledge to enhance speed and accuracy of performance.

- Guides for Reading, Listening and Viewing: Structured formats intended to direct students to appropriate learning expectations in reading, listening, and viewing.
- b) Indirect Instruction
- This strategy provides students with the opportunity to explore ideas by making connections and seeing relationships between items of information.
- Inquiry Based Learning: provides opportunities for students to experience and acquire processes through which they can gather information about the world.
 - Concept Formation: an inductive thinking strategy in which students sort, classify, and/or group items, ideas, and opinions, into categories to draw inferences, make generalizations and develop concepts.
 - Concept Attainment: Clarifying a concept by providing positive and negative examples of that concept.

Examples of Assessment and Evaluation Techniques

The following is an example of assessment and evaluation that will primarily be used with the additional instructional strategies. Additional strategies are relevant to the course and will be assessed and evaluated using conventional strategies as well. The course allows for the student to work through each unit and which has both direct and indirect instruction. The topics and methods are at the discretion of the teacher and will supplement the unit learning objectives.

	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.
Narration	The Narrator makes no errors. The audio is very easy for the listener to understand. The narration does not distract the listener in any way.	The Narrator makes 1-2 errors that distract the viewer from the presentation.	The Narrator makes 3-4 errors that distract the viewer from the presentation.	The Narrator makes 4 or more errors that distract the viewer from the presentation.

Assessment Strategies

a) Anecdotal Records and Communication

Anecdotal records are written records and communication that keep track of student progress. Anecdotal records can be used to keep track of students' ability to work on course material, conduct themselves in an appropriate manor while in the class, or while working independently to complete course work. The use of anecdotal records is important during the project and inquiry based portions of the course. The student will keep records of their own progress in their work.

b) Checklists

Checklists are a way to quickly assess knowledge, specific skills, and attributes or to monitor completion of tasks. These will be used for the student to perform and communicate simple and effective self-reflections. Checklists are used throughout and at the end of each unit to aid the student in tracking their progress, time management, as well as self-assessment.

c) Rating Scales

Rating scales have the same use as checklists with one essential difference: the degree to which the item is found or to rate the quality of the performance. A rating scale can be adapted into a rubric. Rating scales are also used for self-evaluation, as they give the student the ability to communicate information based off the scale being measured.

d) Rubrics

Rubrics include criteria that describe each level of rating scale and are used to determine student progress in comparison to those expectations. Rubrics describe the attributes of student knowledge or achievements on a numbered continuum. Choosing criteria that are easily observed prevents vagueness and increases objectivity. Rubrics are used by the teacher, facilitators, peers and self to assess progress in the class and are especially useful for assessing various techniques and skills developed throughout the course.

Phases of Evaluation Process

Although the evaluation process does not always happen sequentially, it can be viewed as cyclical with four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision-maker throughout all four phases.

Preparation

- In the preparation phase, decisions are made which identify what is to be evaluated, the type of evaluation (formative, summative, or diagnostic) to be used, the criteria against which student learning outcomes will be judged, and the most appropriate assessment strategies from which to gather information on student progress. The teacher's decisions in this phase form the basis for the remaining phases.

Assessment

- During the assessment phase, the teacher identifies information-gathering strategies constructs or selects instruments, administers them to students, and collects the information on student learning progress. The teacher continues to make decisions in this phase. The identification and elimination of bias (such as gender and cultural bias) from the assessment strategies and instruments, and the determination of where, when, and how assessments are conducted are important considerations for the teacher.

Evaluation

- During the evaluation phase, the teacher interprets the assessment information and makes judgments about student progress. Based on the judgments or evaluations, teachers make decisions about student learning

programs and report on progress to students, parents, and the appropriate school personnel.

Reflection

- The reflection phase allows the teacher to consider the extent to which the previous phases in the evaluation process have been successful. Specifically the teacher evaluates the utility and appropriateness of the assessment strategies used, and such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching and evaluation.

Instructional Materials

All the content used for instructional purposes in this course are readily available online. Links are referenced and clearly laid out so the students can access the material from within the course content pages. References include but are not limited to websites, videos, and text documents.

The main references used are:

<http://www.forbes.com>

<http://www.fastcompany.com>

<http://www.chrisbrogan.com>

<http://visualcv.com/>

<http://www.inc.com>

<http://www.businessinsider.com/>

<http://www.copyblogger.com>

<https://www.about.me>

<http://www.behindthename.com>

<http://babynames.allparenting.com>

<http://surnamedb.com>

<http://fontstruct.com>

<http://colorshemadesigner.com>

<http://youtu.be/w8KyNdE1fBY>

<http://youtu.be/BFkm1Hg4dTI>

<http://youtu.be/litXW91UauE>

Evaluation of Locally Developed Course of Study

During the five-year cycle we will reflect on the effectiveness of the course by examining the percentage and demographics of students taking the course indicating if we are hitting our target population.

We will monitor the effectiveness of the course content as well as track the current state of digital citizenship to keep the course and materials current in this ever-changing landscape. The students who transition into the future subsequent course will be surveyed to see how well this course prepared them for the next level of studying digital citizenship, as well as, how the content or course could be updated or tailored to meet new needs that they determine.

Standard methods of assessment will be used to measure the level of success by how the students perform in their Digital Citizenship 20 course.