Digital Literacy Framework
Yukon Education
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1. Message from the Digital Literacy Working Group

The Digital Literacy working group is pleased to present the Yukon Education Digital Literacy Framework. Yukon Education’s Strategic Plan - 2014-2019 highlights the following key message with regards to technology....

"Students today need to know how, where, and when to locate information from a variety of media, and they must possess skills to access, evaluate, synthesize, create and present new knowledge in a variety of forms. New technologies are changing the way we think, learn, work and communicate. The 21st century learners in the Yukon have access to a multitude of technologies and resources that will help prepare them with the skills to thrive in their chosen fields and to continue to ‘learn how to learn’ throughout their lifetimes."

_Yukon Education Strategic Plan_

To support this vision, technology leaders from multiple schools as well as consultants from Yukon Education collectively worked on developing the Yukon Education Digital Literacy Framework, to guide the instruction and infusion of technology in K-12 classrooms. It is not a curriculum; it is intended as a set of guidelines to help teachers address digital literacy with their students in the context of other content areas and the core competencies.

The group explored several examples of practice from organizations such as Common Sense Media, Media Smarts, ISTE (International Society for Technology Education) and jurisdictions (BC Education, Manitoba Education). All of these materials in addition to input from Yukon technology leaders contributed to the creation of the Yukon Education Digital Literacy Framework. This is a working document. We would value your feedback and input as you use this reference to guide your practice. Please forward any comments or suggestions to david.mcinnes@gov.yk.ca.

Regards

Digital Literacy Working Group Members

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2. What is Digital Literacy?

The working group considered several definitions of digital literacy. The following one resonated with the group:

Digital literacy is “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, create and communicate with others”.

(BC Education 2013)

3. Digital Literacy Framework Rationale

Trying to encompass various pieces related to technology and to provide a balanced and lasting framework was a challenging task. Applications, devices, and ways of communicating are in constant evolution and constantly adapting to the needs and trends in our society. Identifying foundational aspects that are relatively constant regardless of the technology used was an important element to consider for the working group. With influences from various other models and continuums, the working group selected the following three enduring and essential pieces that provide a complete picture of a digitally literate learner. The Yukon Digital Literacy Framework is like a puzzle with three pieces that fit together.

Critical & Creative Thinking

Critical thinking means making good judgments and considering various perspectives regarding a problem, inquiry, or project. Creative thinking involves being inventive with technology tools available and using them in a purposeful way.

ICT (Information Communication Technology) Skills & Concepts - These are the "how to" skills that are required by students to use technology through the inquiry process. It includes not only the ability to use diverse technologies, apps, and mobile devices. Also important are the ability and confidence to explore new and emerging technologies.

Citizenship, Safety & Wellness – This connecting piece is the moral compass. Students need to be aware of their digital footprint and how to use ICT in a safe and responsible way as they engage, learn, and communicate with diverse technologies.
4. Inquiry & the Digital Literacy Framework

The process of inquiry is a foundational piece of the Yukon Education Digital Literacy Framework. It is used to explore a topic, to solve a relevant problem, to create new knowledge, and to find a solution to a challenge. Inquiry continues throughout the life of a learner. Students use their current skills and knowledge to explore and learn. Inquiry adds to their life experience and competencies as they work through challenges and successes. Technology can facilitate and accelerate the process by enabling access to various sources of information, providing engaging tools for students to demonstrate their learning, and extending collaboration opportunities beyond the classroom. In the framework, inquiry represents the "moving gears" that sets the learning in motion.
5. Framework – “How all of the Pieces Fit Together”

Students learn with technology by investigating, exploring and inquiring about topics that are authentic and relevant in the learner’s community. This is represented in the circular inquiry process that is in constant movement at the center of the framework. At the base of the framework is the Citizenship, Safety & Wellness piece. Through Authentic Inquiry and purposeful learning experiences, students shape their understanding of digital citizenship and demonstrate safe practices. At the core of the model are ICT Skills and Concepts necessary for engaging with diverse technologies. These include examples such as managing files and documents, developing multimedia products, and using diverse applications.
Thinking competency represents the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific content and transform it into new understanding. Thinking competency includes specific thinking skills as well as habits of mind and metacognitive awareness. Together, these components of thinking competency represent the abilities students need to undertake deep and lifelong learning.

Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students’ learning, their personal and social identity and relationships, and the world in which they interact.

**Inquiry process ...**
- ask how and why questions
- make a plan to find answers to their questions
- know how to find answers to their questions
- determine if the information they find is true and trustworthy
- choose the best tools to create their digital work
- communicate and collaborate digitally with others
- seek and share feedback about their learning

**How to ...**
- use a variety of tools to create engaging presentations
- manage digital files and folders
- use various search strategies to focus on results desired
- use apps to share and communicate information
- conduct research using various sources

**Behaviours demonstrated ...**
- show respect as they work with others to gather information or to create digital work
- follow guidelines that help keep them safe while communicating with others
- ask permission and give credit to authors when they want to use their work
- use ICT at the right times and in the right places
Inquiry Step 1. Question & Plan

Big Ideas

Developing questions helps students clarify the challenge, problem, or topic they are investigating.

Questions invite students to think critically about an issue that matters to them and develop a plan of action.

Technology tools can be useful to assist with managing time, resources, and lead to the successful outcome of an inquiry.

Curricular Competencies

Students will develop competencies needed to initiate an inquiry and to guide the questioning and planning process.

✓ Develop simple fact-finding questions (who, what, when, where, why & how) that are important to the understanding of a topic (e.g. Who was Robert Service? What types of endangered species exist in the Yukon?) (see Appendix A)

✓ Use prior knowledge to develop deep questions on a genuine topic, challenge, project, or problem, with the goal of constructing knowledge in a field of interest and generating further learning (e.g. How can we improve recycling in our school? What is the best type of energy for the Yukon? How can I reduce bullying on the playground?)

✓ Adapt a given plan or designs their own framework and project timeline using tools such as graphic organizers, project management applications, calendar tools

✓ Co-construct, in a group, criteria to establish project focus, to clarify expectations, and to guide the inquiry to successful completion

Skills, Content, & Concepts

Students will learn, understand and apply:

➔ How various technology applications can be used to organize prior knowledge during an inquiry (e.g. Kidspiration, Inspiration, mind mapping tools)

➔ How various technology applications can be used to manage project progress and timelines (e.g. calendar tools and apps, project management apps)

➔ The emerging trends, applications, and technologies for planning and time management are used in the daily lives of students

Citizenship, Safety & Wellness

Students will demonstrate the following behaviours:

➔ Plan how to use technology appropriately to establish an understanding of “technology etiquette”

➔ Manage the amount of time spent with technology and realize the impact of too much technology (e.g. impact on vision, social aspects, lack of physical activity, etc.)

➔ Manage the time spent with technology effectively by staying focused on the task at hand and ignoring distractions while working on an inquiry
Inquiry Step 2. Gather & Make Sense

Curricular Competencies
Students will develop competencies needed to gather information and make sense of their findings.

- Gather information from various informal sources (e.g. search engines, websites of interest) for preliminary research and from academic sources for more in-depth research (e.g. databases, eBooks, journals, peer reviewed articles)
- Refine search results by applying diverse strategies to succeed in finding intended information and use critical thinking skills to evaluate online content for reliability, authenticity, and bias
- Develop genuine evidence relevant to the context of the inquiry (e.g. pictures, experiments, questionnaires)
- Select and organize information using a logical system, template or application

Skills, Content, & Concepts
Students will learn, understand and apply:

- How to engage in a simple inquiry using a search engine and apply strategies to narrow results (e.g. using hyphens, excluding words, narrowing search terms) (see Appendix B)
- How to analyze a source or website for reliability, authenticity, and bias using diverse criteria and various tools (see Appendix C)
- How to use academic databases, electronic encyclopedias, and eBooks, and reflect on the usefulness and value of diverse digital sources
- How to use various digital tools to create new data (e.g. take pictures, develop on-line surveys, conduct video interviews)
- How to manage and organize files, digital artifacts, and information gathered for future retrieval (creating folders, using USB keys, “cloud”)

Citizenship, Safety & Wellness
Students will demonstrate the following behaviours:

- Apply safe browsing techniques to access legitimate online sites and avoid inappropriate content
- Know what to do when confronted with sites that display inappropriate content
- Know how to protect personal privacy and information, and respect the privacy of others
- Be aware that websites use diverse marketing and media strategies to collect information and understand that issues like identity theft are of concern
7.3 Yukon Digital Literacy Framework

Inquiry Step 3 - Produce to Show Understanding

Big Ideas

Diverse applications can be used to creatively and constructively show understanding on an inquiry topic.

When used strategically, media such as photos, videos, sounds can enhance understanding of a topic and make a presentation engaging.

Acknowledging materials and sources used in a project is an important part of respecting copyright.

Curricular Competencies

Students will develop competencies needed to create a product to show their understanding relating to their inquiry.

✓ Assess and select appropriate media and tools to demonstrate understanding of the topic in a creative and convincing way

✓ Use multiple applications (e.g. word processing, presentation software, databases, music creation software, diverse apps)

✓ Self-evaluate work in relation to the inquiry plan and established criteria and make adaptations when necessary

Skills, Content, & Concepts

Students will learn, understand and apply:

➤ Which applications can be used in various projects and what purpose they serve (e.g. word processing, spreadsheet, database, mind mapping, presentation software, book authoring and podcasts)

➤ How to produce and integrate diverse media using various applications to demonstrate their understanding (e.g. pictures, videos, sound clips, music and on-line content)

➤ How to use appropriate format (e.g. MLA, APA) and/or applications such as Noodle Tools or EasyBib to record project references

Citizenship, Safety & Wellness

Students will demonstrate the following behaviours:

✪ Acknowledge authorship of all sources used during inquiry (Appendix D)

✪ Respect terms of service agreements when prompted (e.g. websites, devices, on-line services)

✪ Obtain permission to take and use photographs of individuals for a project and respect others’ ownership of their digital creations

✪ Be aware of the repercussions of downloading copyrighted information (e.g. movies, music, images)
7.4 Yukon Digital Literacy Framework

Inquiry Step 4. Communicate & Collaborate

Big Ideas

- Identify and use the tool appropriate for the task.
- Use caution when communicating and collaborating online, as determining the identity and intentions of others is a challenge.
- Communicate respectfully with others online to establish a good digital footprint and reputation.

Curricular Competencies

Students will develop competencies needed to communicate and collaborate using technology tools.

✓ Present and discuss information, ideas, and findings of the inquiry using means appropriate to the context of the project

✓ Use a variety of in-person or online media to communicate findings in a creative and convincing way

Skills, Content, & Concepts

Students will learn, understand and apply:

- How to use various technologies (e.g. interactive white boards, projectors, devices), platforms (e.g. podcasts, blogs, Moodle) and applications (e.g. Keynote, PowerPoint) to present their work to an audience
- How to use various media (e.g. texting, tweets, blogs, emails, chat) responsibly and respectfully in formal and informal situations

Citizenship, Safety & Wellness

Students will demonstrate the following behaviours:

- Think critically before posting any personal information online and recognize its permanence
- Decide which information is appropriate to share in various situations (e.g. ecommerce, gaming sites, social networks) and use strategies to protect their identity
- Recognize and be aware of the legal aspects of cyberbullying and know how to access support
- Understand the benefits of developing online relationships but be aware of the risks
7.5 Yukon Digital Literacy Framework

Inquiry Step 5. Reflect

Big Ideas

Curricular Competencies

Students will develop competencies that will help them reflect on their work.

✓ Collaborate with peers and audience to gather feedback with the goal of revising work, improving results, and applying strategies the next time

✓ Self-monitor learning goals, use feedback and reflect on the learning process in order to draw conclusions and develop new questions for further inquiry

✓ Reflect on the technology used

✓ Reflect on how technology has the potential to transform the way we live, learn, and work

ICT Skills & Concepts

Students will learn, understand and apply:

➔ How to actively and collaboratively explore emerging technologies and trends to integrate them in their environment and use them for lifelong learning

➔ How to develop problem-solving abilities and identify various sources and professional networks to seek solutions

➔ How to use various tools to gather feedback from a target audience and peers when necessary and appropriate

Citizenship, Safety & Wellness

Students will demonstrate the following behaviours:

✔ Understand that personal information shared online is public and may be permanent, and has implications on how they are perceived by others

✔ Recognize the implications of misusing technology (e.g. texting while driving or spending too much time using technology)

✔ Recognize the consequences of engaging in risky or illegal behaviours (e.g. sending explicit messages, accessing or distributing inappropriate images, cyberbullying)
8.1.1 Student Competencies- Grades K-2 (Ages 5-8)

The following competencies are expected for students during their years in grades K-2:

CM = Communication; TH = Thinking; PS = Personal and Social

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. CM, TH
2. Identify, research, and collect data on an issue using digital resources and propose a developmentally appropriate solution. TH
3. Engage in learning activities with other learners through teacher led e-mail, web cam, and other electronic means. CM
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. CM, TH
5. Find and evaluate information using digital resources. TH
6. Demonstrate and explain the safe and cooperative use of technology. CM, PS
7. Communicate about technology using developmentally appropriate and accurate terminology. CM
8. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites. CM
# 8.1.2 Resources for Grades K-2

Grades K-2 (ages 5-8)

<table>
<thead>
<tr>
<th>Skill or Area</th>
<th>Resource / Organization / Age or Grade / Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking – Website</td>
<td><strong>Co-Co’s AdverSmarts</strong>, Media Smarts, Ages 5-8, This interactive unit is designed to help kids recognize the marketing techniques used on commercial websites that target children. <a href="http://mediasmarts.ca/game/co-cos-adversmarts-interactive-unit-food-marketing-web">http://mediasmarts.ca/game/co-cos-adversmarts-interactive-unit-food-marketing-web</a></td>
</tr>
<tr>
<td>Analysis</td>
<td><strong>Privacy Pirates: An Interactive Unit on Online Privacy</strong>, Media Smarts, Ages 7-9, A tutorial that introduces children to the concept of online privacy and teaches them to distinguish between information that is appropriate to give out and information better kept private. <a href="http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9">http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9</a></td>
</tr>
</tbody>
</table>
The following competencies are expected for students during their years in grades 3-5:

CM = Communication; TH = Thinking; PS = Personal and Social

1. Produce a media-rich digital story. CM, TH
2. Use digital-imaging technology to modify or create works of art as part of a digital presentation. TH
3. Recognize bias in digital resources while researching an issue with guidance from the teacher. TH, PS
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. TH
5. Identify and investigate a global issue and generate possible responses using digital tools and resources. TH, PS
6. Conduct experiments using digital instruments and measurement devices. TH
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. CM, TH
8. Debate the effect of existing and emerging technologies on individuals, society, and the global community. TH, PS
## 8.2.2 Resources for Grades 3-5

Grades 3-5 (ages 8 to 11)

<table>
<thead>
<tr>
<th>Skill / Area</th>
<th>Resource / Organization / Age or Grade / Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privacy and Protection of Personal</td>
<td><strong>Privacy Playground: The First Adventure of the Three Cyber Pigs, Media Smarts, Ages 8-10, The purpose of the game is to teach kids how to spot online marketing strategies, protect their personal information and avoid online predators.</strong> <strong><a href="http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs">http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs</a></strong></td>
</tr>
<tr>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>Authenticating on-line Information</td>
<td><strong>CyberSense and Nonsense: The Second Adventure of The Three CyberPigs, Media Smarts, Ages 8-10, The game presents important lessons about authenticating online information, observing rules of netiquette, distinguish between fact and opinion, and how to recognize bias and harmful stereotyping.</strong> <strong><a href="http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs">http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs</a></strong></td>
</tr>
<tr>
<td>Online Safety</td>
<td><strong>Zoe and Molly Online, Canadian Centre for Child Protection, Grades 3-4, Activities designed to teach kids how to stay safe while playing games online and to help educate kids about the risks associated with sharing their personal information and sending pictures online.</strong> <strong><a href="http://www.zoeandmolly.ca/app/en/">http://www.zoeandmolly.ca/app/en/</a></strong></td>
</tr>
<tr>
<td>Safety</td>
<td><strong>Kids in the Know, Canadian Centre for Child Protection, Grades 3-5, General safety and Internet safety lessons and resources, Hard copy available in Yukon schools.</strong> <strong><a href="https://www.kidsintheknow.ca/app/en/">https://www.kidsintheknow.ca/app/en/</a></strong></td>
</tr>
<tr>
<td>Sexual Abuse Prevention</td>
<td><strong>Be Smart, Strong and Safe, Canadian Centre for Child Protection, Grade 5, Downloadable student booklet.</strong> <strong><a href="https://www.kidsintheknow.ca/pdfs/SmartStrongSafe_ActivityBooklet_en.pdf">https://www.kidsintheknow.ca/pdfs/SmartStrongSafe_ActivityBooklet_en.pdf</a></strong></td>
</tr>
<tr>
<td>Cyberbullying</td>
<td><strong>Cyberbullying - Types, Consequences, Supports, RCMP, Grades 4-6, Lesson plan and materials for a unit on cyber bullying.</strong> <strong><a href="http://www.rcmp-grc.gc.ca/cympc%E6%A5%AB/bull-inti/pres/cyberbull-cyberintimid-4-6-eng.htm">http://www.rcmp-grc.gc.ca/cympc楫/bull-inti/pres/cyberbull-cyberintimid-4-6-eng.htm</a></strong></td>
</tr>
<tr>
<td>Safety, Authenticating on-line info,</td>
<td><strong>Passport to the Internet: Student tutorial for Internet literacy, Media Smarts, Grades 4,5,6, This interactive tutorial teaches students about online safety, authenticating online information, recognizing online marketing ploys, protecting their privacy, and dealing with cyberbullying.</strong> <strong><a href="http://mnet.hypernet.ca/">http://mnet.hypernet.ca/</a> UN: ykeds10, PW: student10</strong></td>
</tr>
<tr>
<td>Privacy</td>
<td><strong>Media Literacy 101, Media Smarts, Grades 3-5,</strong> Set of videos and lesson plans that explore key concepts media literacy such as : Defining Media, How media is created, Social and Political Implications of Media, Audiences</td>
</tr>
<tr>
<td>Media Literacy</td>
<td><strong><a href="http://www.medialiteracyweek.ca/get-involved/media-literacy-101/">http://www.medialiteracyweek.ca/get-involved/media-literacy-101/</a></strong></td>
</tr>
</tbody>
</table>

Version 3.6
8.3.1 Student Competencies- Grades 6-9 (Ages 11-15)

The following competencies are expected for students during their years in grades 6-9:

**CM** = Communication; **TH** = Thinking; **PS** = Personal and Social

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. **CM**
2. Create original animations or videos. **CM, TH**
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. **TH, PS**
4. Participate in a cooperative learning project in a teacher managed online learning community. **PS**
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. **TH**
6. Employ data-collection technology such as probes and geographic mapping systems to gather, view, analyze, and report results for content-related problems. **CM, TH**
7. Use collaborative electronic authoring tools to explore common curriculum content with other learners. **TH**
8. Integrate a variety of file types to create and illustrate a document or presentation. **CM**
## 8.3.2 Resources for Grades 6-9

Grades 6-9 (ages 11 to 15)

<table>
<thead>
<tr>
<th>Skill / Area</th>
<th>Resource / Organization / Age or Grade / Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Safety</td>
<td><strong>Kids in the Know</strong>, <em>Canadian Centre for Child Protection</em>, General Safety &amp; Internet Safety, Gr. 6,7,8,9, Hard copy available in schools, lessons and resources <a href="https://www.kidsintheknow.ca/app/en/">https://www.kidsintheknow.ca/app/en/</a></td>
</tr>
<tr>
<td>Safety, Authenticating On-line Info, Privacy</td>
<td><strong>Passport to the Internet: Student tutorial for Internet literacy Grades 7,8</strong>, This interactive tutorial that teaches students about online safety, authenticating online information, recognizing online marketing ploys, protecting their privacy, managing online relationships and dealing with cyberbullying. <a href="http://mnet.hypernet.ca/">http://mnet.hypernet.ca/</a> UN: yked10, PW: student10</td>
</tr>
</tbody>
</table>
**How to Block Cyber bullies**, *Kids Help Phone* [http://kidshelpphone.ca/Teens/InfoBooth/Bullying/Cyberbullying/How-to-block-unwanted-messages.aspx](http://kidshelpphone.ca/Teens/InfoBooth/Bullying/Cyberbullying/How-to-block-unwanted-messages.aspx) |
| Privacy and Critical Thinking        | **Jo Cool or Jo Fool - For Kids**, *Media Smarts*, questionnaire game that deals with web site evaluation and protection of private information [http://mediasmarts.ca/game/jo-cool-or-jo-fool/kids](http://mediasmarts.ca/game/jo-cool-or-jo-fool/kids)  
**Reality Check! Evaluating Online Information**, Media Smarts, Helps students assess the quality of information found on the internet and helps develop critical thinking skills, [http://mnet.hypernet.ca/e/index.cfm](http://mnet.hypernet.ca/e/index.cfm) |
8.4.1 Student Competencies- Grades 10-12 (Ages 15-18)

The following competencies are expected for students during their years in grades 10-12:

CM = Communication; TH = Thinking; PS = Personal and Social

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. CM, TH
2. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. CM, TH
3. Employ curriculum-specific simulations to practice critical-thinking processes. TH
4. Identify a complex issue; develop a systematic plan of investigation and present innovative solutions using digital tools. CM, TH
5. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. TH, PS
6. Design a website that meets accessibility requirements. CM, TH
7. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. TH, PS
8. Create media-rich presentations for other students with examples and commentary that demonstrate understanding. CM, TH
## 8.4.2 Resources for Grades 10-12

Grades 10-12 (ages 15-18)

<table>
<thead>
<tr>
<th>Skill / Area</th>
<th>Resource / Organization / Age or Grade / Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyberbullying</td>
<td><strong>Cyberbullying and Digital Harassment – Conflict, Consequences, Citizenship [11-12]</strong>, <a href="http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/pres/cyberbull-cyberintimid-11-12-eng.htm">RCMP</a> <a href="http://kidshelpphone.ca/Teens/InfoBooth/Bullying/Cyberbullying/How-to-block-unwanted-messages.aspx">How to Block Cyberbullies</a></td>
</tr>
<tr>
<td>Digital Footprint</td>
<td><strong>Building your Brand, Establishing a Positive Presence Online</strong>, <a href="http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/TipSheet_BuildingYourBrand_0_0.pdf">Media Smarts</a></td>
</tr>
</tbody>
</table>

Version 3.6
### Appendix - Step 1 - Inquiry Question Suggestions

<table>
<thead>
<tr>
<th>Health</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What kind of snack/drinks would be best during the morning school session?</td>
<td>• How do we make school more engaging?</td>
</tr>
<tr>
<td>• How can we protect children from the spread of disease?</td>
<td>• How do we prepare to compete in a global economy?</td>
</tr>
<tr>
<td>• What can be done about childhood obesity?</td>
<td>• What is the purpose of education?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do we stop bullying on the playground?</td>
<td>• How do we reduce air pollution?</td>
</tr>
<tr>
<td>• How do we build communities beyond cliques?</td>
<td>• What is the impact of water pollution?</td>
</tr>
<tr>
<td>• How can we cross cultural boundaries?</td>
<td>• Why is preserving wilderness important?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do we preserve historical sites?</td>
<td>• Why is citizenship important?</td>
</tr>
<tr>
<td>• How can we honor our veterans?</td>
<td>• How do we get the best and brightest to serve?</td>
</tr>
<tr>
<td>• How do we honor the contributions of diverse cultures?</td>
<td>• How can we have equitable elections?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can we consume less?</td>
<td>• Why is diversity important?</td>
</tr>
<tr>
<td>• How can we reduce our carbon footprint?</td>
<td>• What role does diversity play in our school or community?</td>
</tr>
<tr>
<td>• How can we reduce our paper consumption?</td>
<td>• How do we respect and value diversity?</td>
</tr>
</tbody>
</table>

Source: Apple Challenge Based Learning  
Appendix - Step 2 - Search Strategies

Identify your search terms, use synonyms
Narrow your search by using the most common strategies below

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Allows you to exclude results ex. Yukon -GMC -SUV</td>
</tr>
<tr>
<td>&quot; &quot;</td>
<td>Allows you to search for sites that contain the words in the order written in the quotation marks &quot;Robert Service&quot;</td>
</tr>
<tr>
<td>*</td>
<td>Allows you to search for word with the same root. ex. progress* or phrases with unknown terms &quot;Yukon * Centre&quot;</td>
</tr>
<tr>
<td>or</td>
<td>Pages with one or several words, Bears and Grizzly or Brown or Black</td>
</tr>
<tr>
<td>. .</td>
<td>Shows all results from within the number range. Example: Yukon Gold Rush 1896..1899</td>
</tr>
<tr>
<td>site:</td>
<td>Allows you to get results for certain sites or domains ex: bears site:.gov</td>
</tr>
<tr>
<td>#</td>
<td>Allows you to find popular hashtags for trending topics, #fracking</td>
</tr>
</tbody>
</table>

Other Tips
As you type the word in the browser, it will list some of the results

You can use the search menus below the search bar to narrow your search by country, or if you are looking for maps, images, videos on a topic.
Appendix - Step 2 - Authenticating Websites

Authenticating

How can you be sure that the information you have found online is credible or relevant? In other words, how do you authenticate the information? The Internet is a unique medium in that it allows anyone – not just experts – to write on any topic. Unlike textbooks, which have been rigorously proofread and edited, many websites are “unsupervised” creations. It is up to the Internet user to identify unreliable information.

The first rule of thumb to teach kids when looking at all online information is to be skeptical – when in doubt, doubt! Then apply a Who, What, Where, When, Why and How formula to the information.

For example:

• **Who** is the source of the information? (The most important step is to understand who put the information online.)
• **What** are you getting? (Does the information seem biased in any way?)
• **Where** are you? (Deconstructing the Web address, or URL, will tell you a lot.)
• **When** was the site created? (You want the most current information.)
• **Why** are you there? (There may be better places to find the information; books for example.)
• **How** can you tell what’s what? (Double check the information with other sources.)

Use the *FiveWs (and one H)* of Cyberspace handout in the *Taming the Wild Wiki* lesson plan from MediaSmarts for step-by-step instructions on how to authenticate online information using this formula.

**Source:** [http://mediasmarts.ca/internet-mobile/authenticating-information](http://mediasmarts.ca/internet-mobile/authenticating-information)
CITING A PRINT ENCYCLOPEDIA


CITING A MAGAZINE ARTICLE


CITING A PERSONAL INTERVIEW

Format: Interviewed person’s name. Kind of interview. Date of interview.

Example: Meyers, Devin. Personal interview. 4 May 2013.

CITING A NEWSPAPER

Format: Author’s name. “Article title.” [Enclosed in double quotation marks] Publication title. [In italics] Date of publication, edition (if given), section and/or page number. Publication medium.


CITING A PHONOGRAPH RECORD


CITING A FESTIVAL, FAIR, OR EXHIBITION


CITING A WEBSITE

Format: Author’s name. “Article or Web page title.” [If part of a larger work] [Enclosed in double quotation marks] Website title. [In italics] Publisher or sponsor of the site, date of publication: Publication medium. Date of access.


CITING A PODCAST

Format: Author’s name. “Article or Web page title.” [If part of a larger work] [Enclosed in double quotation marks] Website title. [In italics] Publisher or sponsor of the site, date of publication: Publication medium. Date of access.


CITING AN E-BOOK ON A DIGITAL DEVICE

Format: Author’s name. “Article or Web page title.” [If part of a larger work] [Enclosed in double quotation marks] Website title. [In italics] Publisher or sponsor of the site, date of publication: Description of digital file. [If unknown use Digital File] Date of access.

Appendix - Step 4 – Communicate & Collaborate- Sample apps that can be used

Available at: http://www.unity.net.au/padwheel/padwheelposterV3.pdf
Appendix - Step 5 - Reflection Prompts - Apple Challenge Based Learning

**Reflection Prompts**

Student reflections can be answered by students via text, audio recording, or video recording. An easy way to do this is to use Photo Booth on your Mac.

**Understanding the Challenge**
- Explain the big idea, essential question, and the challenge.
- Why is this important to you and your community?
- Who does the challenge impact?

**Guiding Questions/Research**
- What were the most valuable guiding questions?
- What kinds of surprises did you encounter during your research?
- What resources were the most valuable?

**The Solution**
- Describe the process your team went through to come to your solution.
- What things did you try that didn’t seem to work?
- Why do you think your solution will make a difference?

**Executing the Solution**
- How did you put your solution into action?
- How did you measure its effectiveness?
- What obstacles did you face during this process?

**Teamwork**
- What challenges did you face working as a team?
- How did your group utilize individual talents?
- What have you learned about collaboration?

**Review of Your Work**
- Could you have solved this challenge differently?
- What would you do differently if you were to take on this challenge again?
- What is one thing you learned that you will never forget?

**Connections**
- What did you learn during this process that you didn’t know before?
- How can you apply this process and/or your solution to other similar challenges in the world today?
- What skills did you learn that apply to other areas of your learning?