

Digital Literacy Framework Yukon Education

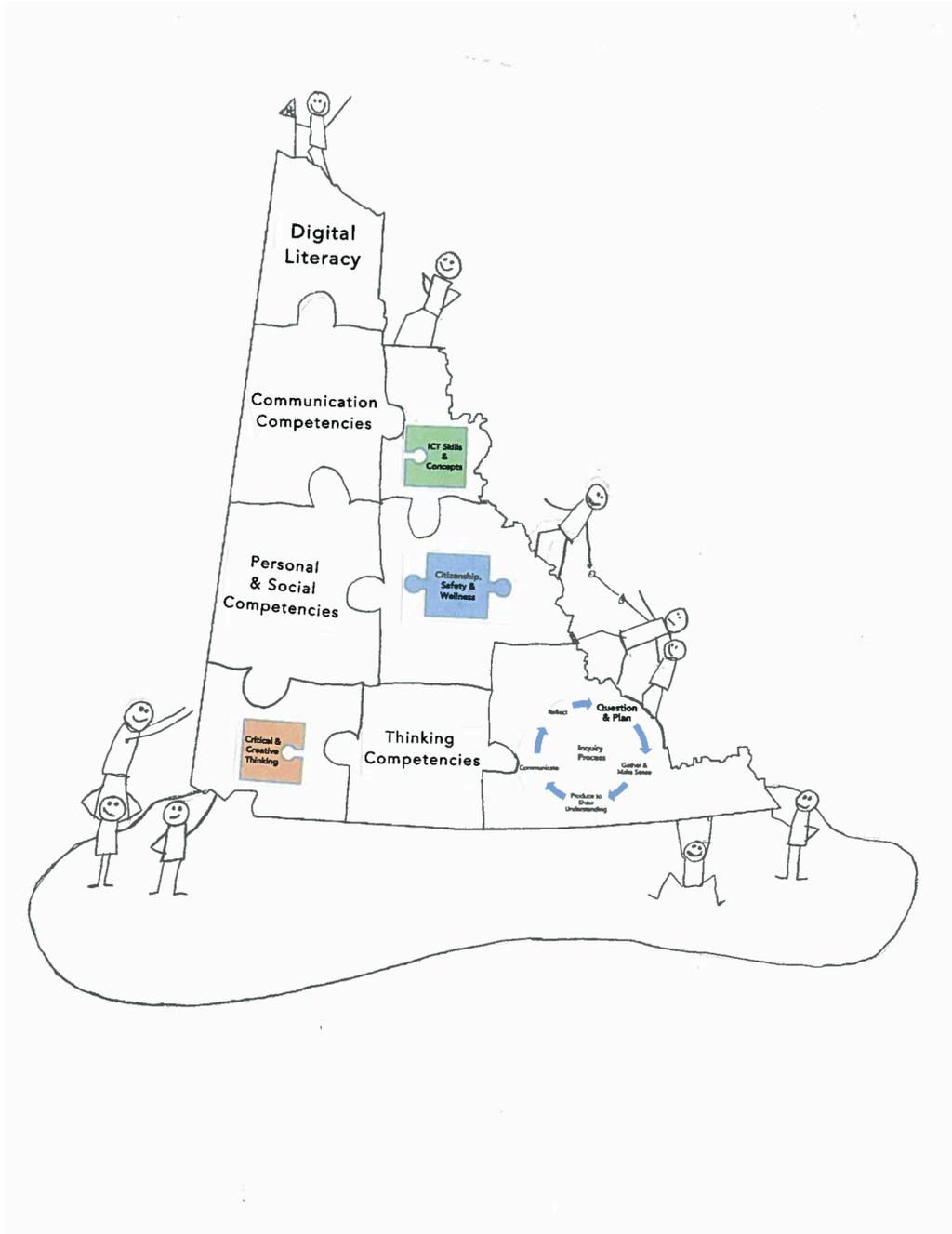


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1. Message from the Digital Literacy Working Group

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.mcinnnes@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.



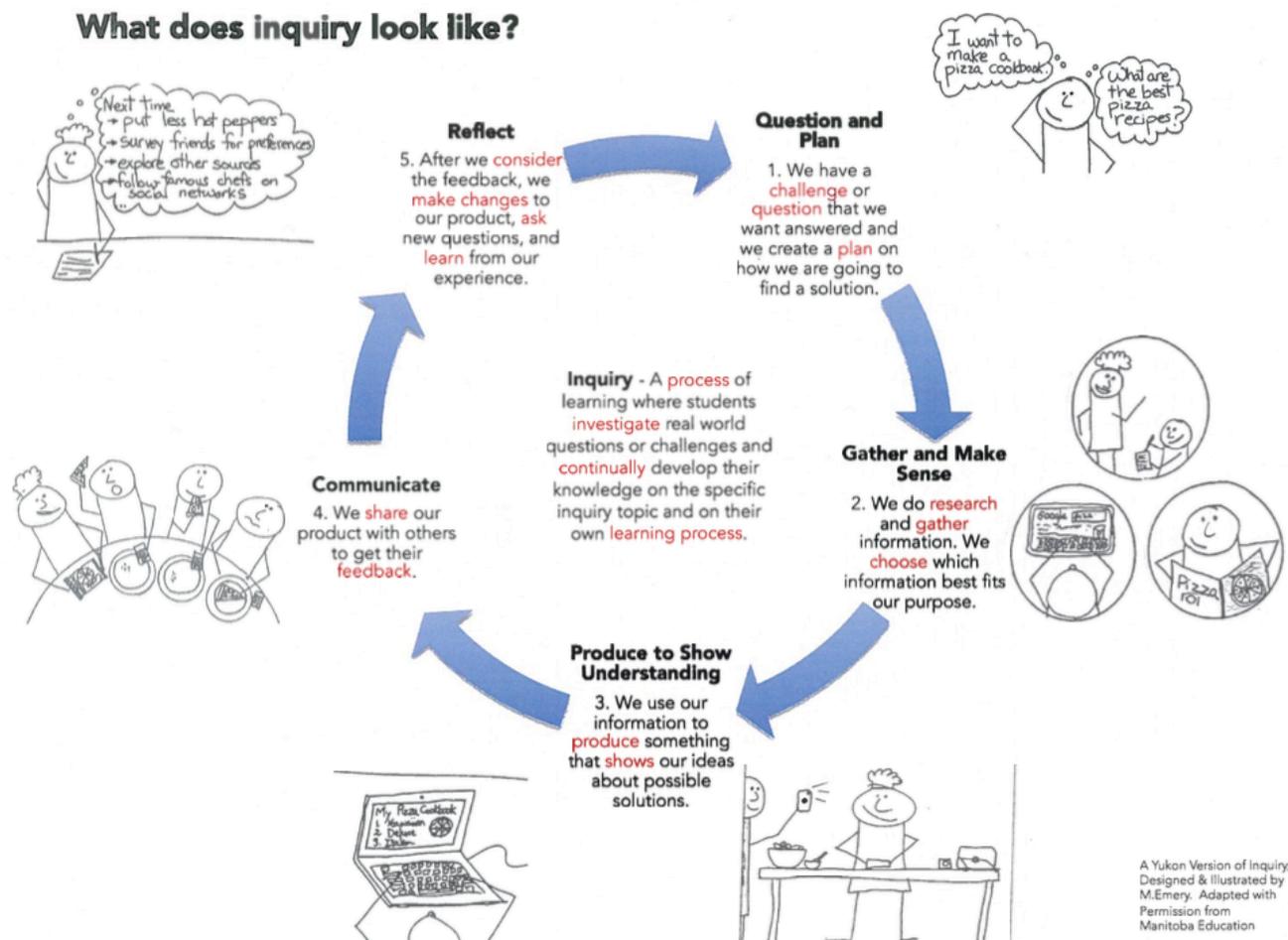
Critical & Creative Thinking – Critical thinking means making good judgments and considering various perspectives regarding a problem, inquiry, or project. Creative thinking involves being inventive with technology tools available and using them in a purposeful way.

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.

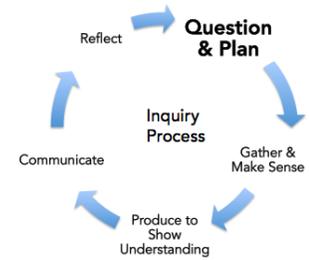


6. BC Curriculum Redesign & Digital Literacy

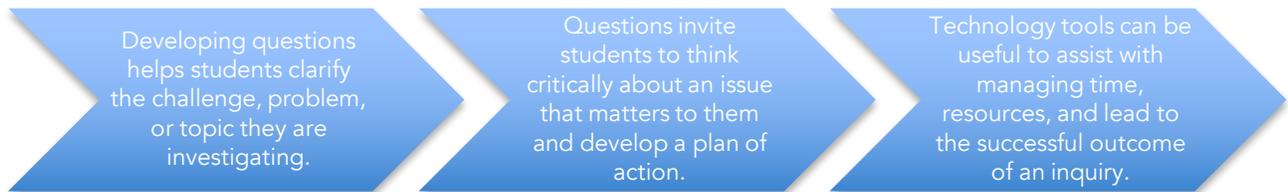
<p>BC - Core Competencies - Thinking and Communication</p> <p>Thinking competency represents the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific content and transform it into new understanding. 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.</p> <p>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.</p>		<p>BC Core Competency Personal and Social</p> <p>- Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. Personal and social competency is a responsibility the school system shares with families and communities.</p>
		
<p>Inquiry process ...</p> <ul style="list-style-type: none"> - 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 	<p>How to ...</p> <ul style="list-style-type: none"> - 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 	<p>Behaviours demonstrated ...</p> <ul style="list-style-type: none"> - 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

7.1 Yukon Education Digital Literacy Framework

Inquiry Step 1. Question & Plan



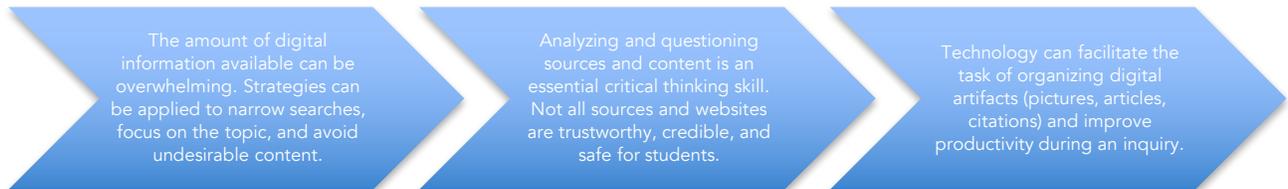
Big Ideas



	<p>Curricular Competencies <i>Students will develop competencies needed to initiate an inquiry and to guide the questioning and planning process.</i></p>	
<ul style="list-style-type: none"> ✓ <i>Develop</i> 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) ✓ <i>Use</i> 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?) ✓ <i>Adapt</i> a given plan or designs their own framework and project timeline using tools such as graphic organizers, project management applications, calendar tools ✓ <i>Co-construct, in a group, criteria</i> to establish project focus, to clarify expectations, and to guide the inquiry to successful completion 		
	<p>Skills, Content, & Concepts Students will learn, understand and apply:</p> <ul style="list-style-type: none"> ➔ 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 	<p>Citizenship, Safety & Wellness Students will demonstrate the following behaviours:</p> <ul style="list-style-type: none"> ⊛ 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

7.2 Yukon Digital Literacy Framework

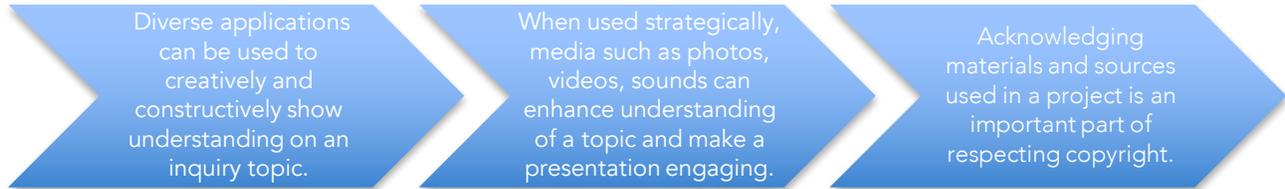
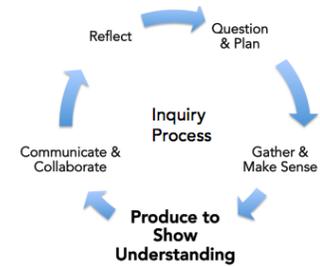
Inquiry Step 2. Gather & Make Sense Big Ideas



<p>Critical & Creative Thinking</p>	<p>Curricular Competencies Students will develop competencies needed to gather information and make sense of their findings.</p>	
<ul style="list-style-type: none"> ✓ 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 		
<p>ICT Skills & Concepts</p>	<p>Skills, Content, & Concepts Students will learn, understand and apply:</p> <ul style="list-style-type: none"> ➔ 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") 	<p>Citizenship, Safety & Wellness Students will demonstrate the following behaviours:</p> <ul style="list-style-type: none"> ★ 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

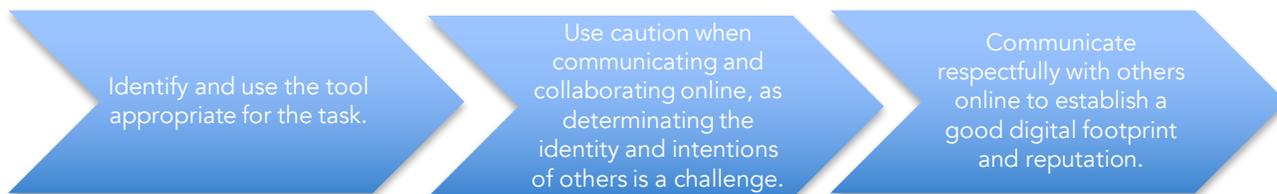
Inquiry Step 3 - Produce to Show Understanding Big Ideas



<p>Critical & Creative Thinking</p>	<p><u>Curricular Competencies</u> Students will develop competencies needed to create a product to show their understanding relating to their inquiry.</p>	
<ul style="list-style-type: none"> ✓ 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 		
<p>ICT Skills & Concepts</p>	<p><u>Skills, Content, & Concepts</u> Students will learn, understand and apply:</p> <ul style="list-style-type: none"> ➔ 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 	<p>Citizenship, Safety & Wellness</p> <p>Students will demonstrate the following behaviours:</p> <ul style="list-style-type: none"> ✦ 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

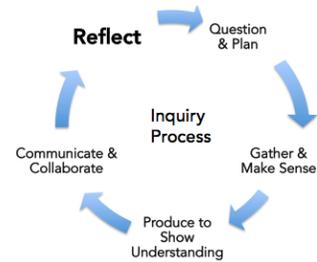
Inquiry Step 4. Communicate & Collaborate Big Ideas



	<p><u>Curricular Competencies</u> Students will develop competencies needed to communicate and collaborate using technology tools.</p>	
<ul style="list-style-type: none"> ✓ 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 		
	<p><u>Skills, Content, & Concepts</u> Students will learn, understand and apply:</p> <ul style="list-style-type: none"> ➔ 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 	<p><u>Citizenship, Safety & Wellness</u> Students will demonstrate the following behaviours:</p> <ul style="list-style-type: none"> ★ 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 <i>but be aware of the risks</i>

7.5 Yukon Digital Literacy Framework

Inquiry Step 5. Reflect



Big Ideas



<p>Critical & Creative Thinking</p>	<p><u>Curricular Competencies</u> Students will develop competencies that will help them reflect on their work.</p>	
<ul style="list-style-type: none"> ✓ 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 		
<p>ICT Skills & Concepts</p>	<p><u>Skills, Content, & Concepts</u> Students will learn, understand and apply:</p> <ul style="list-style-type: none"> ➔ 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 	<p>Citizenship, Safety & Wellness Students will demonstrate the following behaviours:</p> <ul style="list-style-type: none"> ⊛ 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)

Skill or Area	Resource / Organization / Age or Grade / Program Information
Media Smarts Digital Literacy Framework	http://mediasmarts.ca/teacher-resources/digital-literacy-framework/use-understand-create-digital-literacy-framework-canadian-schools-overview lesson plans and resources for teachers in the areas of Ethics and Empathy, Privacy and Security, Community Engagement, Digital Health, Consumer Awareness, Finding and Verifying
Internet Safety	Kids in the Know , <i>Canadian Centre for Child Protection</i> , Gr. K-1 & Gr. 2, General safety and Internet safety lessons and resources, Hard Copy available in all Yukon schools, https://www.kidsintheknow.ca/app/en/
Critical Thinking – Website Analysis	Co-Co's AdverSmarts , <i>Media Smarts</i> , Ages 5-8, This interactive unit is designed to help kids recognize the marketing techniques used on commercial websites that target children. http://mediasmarts.ca/game/co-cos-adversmarts-interactive-unit-food-marketing-web
Information Privacy and Protection	Privacy Pirates: An Interactive Unit on Online Privacy , <i>Media Smarts</i> , 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. http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9

8.2.1 Student Competencies- Grades 3-5 (Ages 8-11)

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)

Skill / Area	Resource / Organization / Age or Grade / Program Information
Media Smarts Digital Literacy Framework	http://mediasmarts.ca/teacher-resources/digital-literacy-framework/use-understand-create-digital-literacy-framework-canadian-schools-overview lesson plans and resources for teachers in the areas of Ethics and Empathy, Privacy and Security, Community Engagement, Digital Health, Consumer Awareness, Finding and Verifying
Privacy and Protection of Personal Information	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. http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs
Authenticating on-line Information	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. http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs
Online Safety	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. http://www.zoemandmolly.ca/app/en/ Simple rules for staying safe on-line http://kidshelpphone.ca/Kids/InfoBooth/The-Internet/Staying-Safe.aspx
Internet Safety	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. https://www.kidsintheknow.ca/app/en/
On-line Sexual Abuse Prevention	Be Smart, Strong and Safe , Canadian Centre for Child Protection, Grade 5, Downloadable student booklet. https://www.kidsintheknow.ca/pdfs/SmartStrongSafe_ActivityBooklet_en.pdf
Cyberbullying	Cyberbullying - Types, Consequences, Supports , RCMP, Grades 4-6, Lesson plan and materials for a unit on cyber bullying. http://www.rcmp-grc.gc.ca/cybp-cpcj/bull-inti/pres/cyberbull-cyberintimid-4-6-eng.htm
Safety, Authenticating on-line info, Privacy	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. http://mnet.hypernet.ca/ UN: ykeds10, PW: student10
Media Literacy	Media Literacy 101 , Media Smarts, Grades 3-5, 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 http://www.medialiteracyweek.ca/get-involved/media-literacy-101/

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)

Skill / Area	Resource / Organization / Age or Grade / Program Information
Media Smarts Digital Literacy Framework	http://mediasmarts.ca/teacher-resources/digital-literacy-framework/use-understand-create-digital-literacy-framework-canadian-schools-overview lesson plans and resources for teachers in the areas of Ethics and Empathy, Privacy and Security, Community Engagement, Digital Health, Consumer Awareness, Finding and Verifying
Communication & Digital Citizenship	Texted – Safe and Responsible Texting , <i>Canadian Centre for Child Protection</i> , Grade 7-12 , video, games, forum, resources https://texted.ca/app/en/
Internet Safety	Kids in the Know , <i>Canadian Centre for Child Protection</i> , General Safety & Internet Safety, Gr. 6,7,8,9, Hard copy available in schools, lessons and resources. https://www.kidsintheknow.ca/app/en/
Safety, Authenticating On-line Info, Privacy	Passport to the Internet: Student tutorial for Internet literacy Grades 7,8 , 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. http://mnet.hypernet.ca/ UN: ykeds10, PW: student10
Healthy Relationships & Cyber bullying	Addressing Online Risks facing Youth in Grades . <i>Canadian Centre for Child Protection</i> , Grades 7-8, lessons and downloadable student manual, https://www.kidsintheknow.ca/app/en/program-cyberbullying
Cyberbullying	Cyberbullying - Impact - Prevention – Resolution , <i>RCMP</i> , Grades 7-8, http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/pres/cyberbull-cyberintimid-7-8-eng.htm Cyberbullying - Conflict, Appropriate Behavior, Support , <i>RCMP</i> , Grades 9-10, http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/pres/cyberbull-cyberintimid-9-10-eng.htm How to Block Cyber bullies , <i>Kids Help Phone</i> http://kidshelpphone.ca/Teens/InfoBooth/Bullying/Cyberbullying/How-to-block-unwanted-messages.aspx
Privacy and Critical Thinking	Jo Cool or Jo Fool - For Kids , <i>Media Smarts</i> , questionnaire game that deals with web site evaluation and protection of private information http://mediasmarts.ca/game/jo-cool-or-jo-fool/kids Reality Check! Evaluating Online Information , <i>Media Smarts</i> , Helps students assess the quality of information found on the internet and helps develop critical thinking skills, http://mnet.hypernet.ca/e/index.cfm
Privacy , Respect and Copyright	Do the Right thing , <i>Media Smarts</i> , Respect people’s privacy, respect people’s feelings and respect people’s property, http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_dotherightthing.pdf

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)

Skill / Area	Resource / Organization / Age or Grade / Program Information
Media Smarts Digital Literacy Framework	http://mediasmarts.ca/teacher-resources/digital-literacy-framework/use-understand-create-digital-literacy-framework-canadian-schools-overview lesson plans and resources for teachers in the areas of Ethics and Empathy, Privacy and Security, Community Engagement, Digital Health, Consumer Awareness, Finding and Verifying
Communication & Digital Citizenship	Texted – Safe and Responsible Texting , Canadian Centre for Child Protection, Gr 7 and Up https://texted.ca/app/en/
Healthy Relationships & Cyberbullying	Addressing Sexual Violence and Online Risks facing Youth in Grades. 9-10 , Canadian Centre for Child Protection, lessons and downloadable student manual, https://www.kidsintheknow.ca/app/en/program-cyberbullying
Cyberbullying	Cyberbullying and Digital Harassment – Conflict, Consequences, Citizenship [11-12], RCMP http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/pres/cyberbull-cyberintimid-11-12-eng.htm How to Block Cyberbullies http://kidshelpphone.ca/Teens/InfoBooth/Bullying/Cyberbullying/How-to-block-unwanted-messages.aspx
Exploitation Crisis Support	Need Help Now , How to manage <i>self/peer exploitation</i> incidents – removing pictures, dealing with others, getting help, https://needhelpnow.ca/app/en/
Digital Footprint	Building your Brand, Establishing a Positive Presence Online , Media Smarts http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/TipSheet_BuildingYourBrand_0_0.pdf
Privacy , Respect and Copyright	Do the Right thing , Media Smarts, respect people’s privacy, respect people’s feelings and respect people’s property, http://mediasmarts.ca/sites/mediasmarts/files/tipsheet/tipsheet_dotherightthing.pdf
Cybersecurity ecommerce	Cyber Security Consumer Tip Sheet Safe practices for e-commerce, <i>Canadians Connected</i> , Media Smarts http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/Cyber-Security-Tip-Sheet-ecommerce.pdf

Appendix - Step 1 - Inquiry Question Suggestions

Health	Education
<ul style="list-style-type: none">• What kind of snack/drinks would be best during the morning school session?• How can we protect children from the spread of disease?• What can be done about childhood obesity?	<ul style="list-style-type: none">• How do we make school more engaging?• How do we prepare to compete in a global economy?• What is the purpose of education?
Relationships	Environment
<ul style="list-style-type: none">• How do we stop bullying on the playground?• How do we build communities beyond cliques?• How can we cross cultural boundaries?	<ul style="list-style-type: none">• How do we reduce air pollution?• What is the impact of water pollution?• Why is preserving wilderness important?
History	Citizenship
<ul style="list-style-type: none">• How do we preserve historical sites?• How can we honor our veterans?• How do we honor the contributions of diverse cultures?	<ul style="list-style-type: none">• Why is citizenship important?• How do we get the best and brightest to serve?• How can we have equitable elections?
Sustainability	Diversity
<ul style="list-style-type: none">• How can we consume less?• How can we reduce our carbon footprint?• How can we reduce our paper consumption?	<ul style="list-style-type: none">• Why is diversity important?• What role does diversity play in our school or community?• How do we respect and value diversity?

Source : Apple Challenge Based Learning

@: http://www.apple.com/ca/education/docs/CBL_Classroom_Guide_Jan_2011.pdf

Appendix - Step 2 - Search Strategies

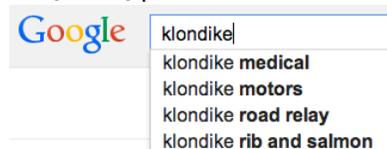
Identify your search terms, use synonyms

Narrow your search by using the most common strategies below

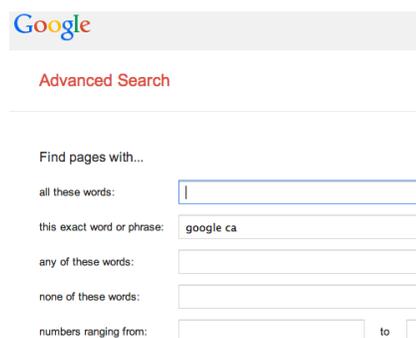
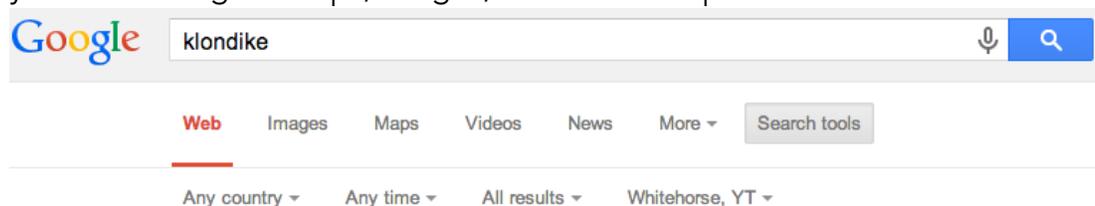
-	Allows you to exclude results ex. Yukon -GMC -SUV
"	Allows you to search for sites that contain the words in the order written in the quotation marks "Robert Service"
*	Allows you to search for word with the same root. ex. progress* or phrases with unknown terms " Yukon * Centre "
or	Pages with one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

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 *Five Ws (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>

Appendix - Step 3 - Citing Resources



CITING A PRINT ENCYCLOPEDIA

Format:
Author's name. "Article title."
[enclosed in double quotation marks] *Publication title*. [in italics] Edition. [if stated] Year of publication [do not include if stated in edition information]. Publication medium.

Example:
Beller, Steven. "Vienna." *The World Book Encyclopedia*. 2013 ed. Print.



CITING A MAGAZINE ARTICLE

Format:
Author's name. "Article title."
[enclosed in double quotation marks] *Publication title* [in italics] date of publication: page numbers. Publication medium.

Example:
Jackson, Thomas A. "Coolest Coasters on Earth." *National Geographic for Kids* May 2013: 20-21. Print.



CITING A PERSONAL INTERVIEW

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

Example:
Meyers, Davin. 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 letter or number [if applicable]: page numbers. Publication medium.

Example:
Hirst, Ellen Jean. "Veterans of World War II Enjoy Freedom of the Skies." *Chicago Tribune* 3 Sept. 2013, sec. 1: 4. Print.



CITING A PAMPHLET

Format:
Author's name. *Pamphlet title*. [in italics] City of publication: Publisher's name, year of publication. Publication medium.

Example:
Northwest Portland Area Indian Health Board. *Stand Up to Cyberbullying*. Portland, OR: Northwest Portland Area Indian Health Board, n.d. Print.



CITING A BOOK WITH ONE AUTHOR

Format:
Author's name. *Full book title*. [in italics] Edition. [if stated] Volume number(s) [if a multivolume work]. City of publication: Publisher's name, year of publication. Publication medium.

Example:
Gors, Steven E. *The Secret Files of Professor L. Otto Funn: Or, Stop Being a Slug, Open This Book, and Make Your Brain Happy*. Chicago: World Book, 2013. Print.



CITING A BOOK WITH TWO OR MORE AUTHORS

Format:
Author's name [last name first], next listed author's name(s) in normal form. *Full book title*. [in italics] Edition. [if stated] Volume number(s) [if a multivolume work]. City of publication: Publisher's name, year of publication. Publication medium.

Example:
Gates, Henry L., Jr., and Evelyn B. Higginbotham, eds. *African American National Biography*. 8 vols. New York: Oxford University Press, 2008. Print.



CITING A BOOK THAT IS PART OF A SERIES

Format:
Author's name [last name first], next listed author's name(s) in normal form. *Full book title*. [in italics] Edition. [if stated] Volume number(s) [if a multivolume work]. City of publication: Publisher's name, year of publication. Publication medium. Title of book series.

Example:
Midthun, Joseph, and Samuel Hill. *Force and Motion*. Chicago: World Book, 2012. Print. Building Blocks of Science.



CITING A GOVERNMENT PUBLICATION

Format:
Government name. Issuing agency name. *Publication title*. [in italics] City of publication: Publisher, year of publication. Publication medium.

Example:
United States. Census Bureau. *Statistical Abstract of the United States*. 2012. Washington, D.C.: U.S. Census Bureau, 2011. Print.



CITING A RADIO OR TELEVISION PROGRAM

Format:
"Episode or segment title."
[enclosed in double quotation marks] *Program title*. [in italics] Name of the network. Call letters, city of local station [if any], broadcast date. Medium of reception [Radio or Television].

Example:
"Can Hunting Endangered Animals Save the Species?" *60 Minutes*. CBS. WBBM, Chicago, 29 Jan. 2012. Television.



CITING A FILM OR VIDEO RECORDING

Format:
Title of film or video recording. [in italics] Director. [if given] Original release date [if relevant]. Distributor, year of release. Publication medium.

Example:
Inside the Milky Way. Dir. Duncan Copp. National Geographic, 2010. DVD.



CITING A BLOG

Format:
Author's name. "Title of individual blog entry." [enclosed in double quotation marks] *Title of blog*. [in italics] Date posted. Publication medium. Date accessed.

Example:
World Book. "Attack of the Giant Snails." *World Book Blog: Yesterday and Today*. 16 Apr. 2013. Web. 04 Sept. 2013.



CITING A TWEET

Format:
Author's real name (User name). "Text of tweet." Day Month Year, Time of tweet. Publication medium.

Example:
Althor, Sohaib (ReallyVirtual). "Helicopter hovering above Abbottabad at 1AM (is a rare event)." 1 May 2011, 3:58 p.m. Tweet.



CITING AN E-BOOK ON A DIGITAL DEVICE

Format:
Author's name. *Full book title*. [in italics] Edition. [if stated] Volume number(s) [if a multivolume work]. City of publication: Publisher's name, year of publication. File format (e.g., PDF, Kindle file, e-pub).

Example:
Hanson, Thor. *Feathers: The Evolution of a Natural Miracle*. New York: Basic Books, 2011. Kindle file.



CITING AN E-BOOK ON THE INTERNET

Format:
Author's name. *Full book title*. [in italics] Edition. [if stated] Volume number(s) [if a multivolume work]. City of publication: Publisher's name, year of publication. *Title of database or website*. [in italics] Publication medium. Date of access.

Example:
Wharton, Edith. *The Age of Innocence*. New York: D. Appleton and Company, 1920. *World Book Advanced*. Web. 04 Sept. 2013.



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.

Example:
Maney, Patrick J. "Roosevelt, Eleanor." *World Book Student*. World Book, 2013. Web. 04 Sept. 2013.



CITING A PODCAST if the podcast is accessed from the Web:

Format:
"Description or title of individual podcast." [enclosed in double quotation marks] *Title of podcast program or series*. [in italics] *Title of Website*. [if distinct from title of podcast program or series] [in italics] Publisher of podcast, date of publication. Publication medium. Date of access.

Example:
"Some Rattlesnakes Losing Their Warning Rattle in S. Dakota." *All Things Considered*. Natl. Public Radio, 29 Aug. 2013. Web. 04 Sept. 2013.



CITING A PODCAST if the podcast is stored on a computer or digital device:

Format:
"Description or title of individual podcast." [enclosed in double quotation marks] *Title of podcast program or series*. [in italics] Publisher of podcast, date of publication. Description of digital file [if unknown use Digital File].

Example:
"Some Rattlesnakes Losing Their Warning Rattle in S. Dakota." *All Things Considered*. Natl. Public Radio, 29 Aug. 2013. MP3 file. Kindle file.

CITE IT RIGHT



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Use the following abbreviations for information you cannot supply:

- n.p. No place of publication given
- n.p. No publisher given
- n.d. No date of publication given
- n. pag. No pagination given

Citation examples are based on the *MLA Handbook for Writers of Research Papers (7th Edition)*.

Available at:

http://www.worldbookonline.com/training/welcome_email/downloadables/posters/citations_lettersize_10_13.pdf

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

App Selection Criteria from the APpItic App Lists for Education Website

Understanding: Apps that fit into this "understanding" stage provide opportunities for students to explain ideas or concepts. Understanding apps step away from the selection of a "right" answer and introduce a more open-ended format for students to summarise content and translate meaning.

Understanding Criteria

Remembering: Apps that fit into the "remembering" stage improve the user's ability to define terms, identify facts, and recall and locate information. Many educational apps fall into the "remembering" phase of learning. They ask users to select an answer out of a line-up, find matches, and sequence content or input answers.

Remembering Criteria

Applying: Apps that fit into the applying stage provide opportunities for students to demonstrate their ability to implement learned procedures and methods. They also highlight the ability to apply concepts in unfamiliar circumstances.

Applying Criteria

Analysing: Apps that fit into the "analysing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognise the organisation of content.

Analysing Criteria

Evaluating: Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Evaluating Criteria

Creating: Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

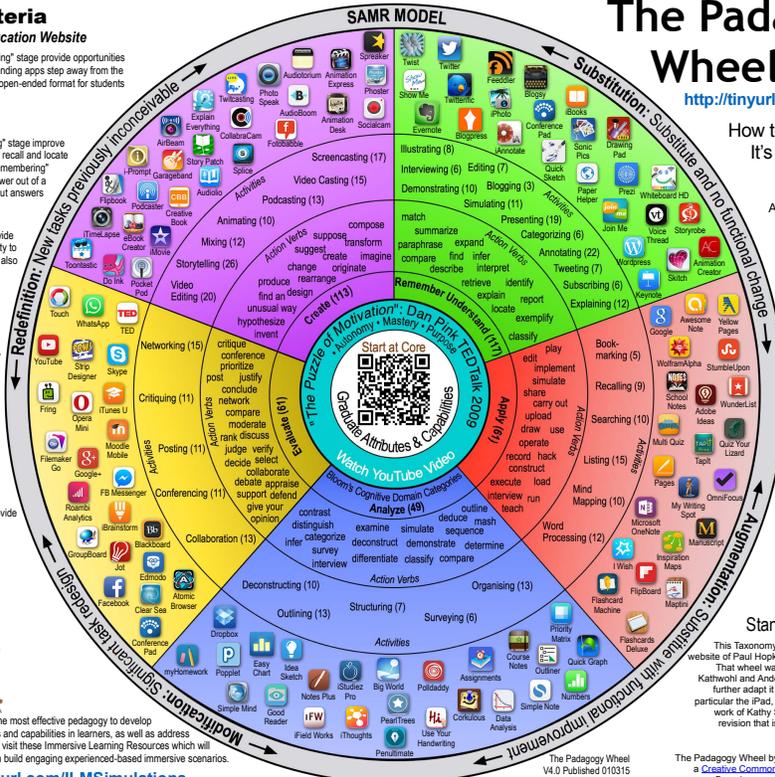
Creating Criteria

Immersive Learning at the core of the wheel is the New Instructional Design



Simulations are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address motivation. Please visit these Immersive Learning Resources which will help you design an build engaging experience-based immersive scenarios.

<http://tinyurl.com/ILMSimulations>



The Padagogy Wheel V4.0

<http://tinyurl.com/posterV4>



How to use the Padagogy Wheel: It's All About Grey-matter Grids

A methodology to get the best results with this teaching model



<http://appitic.com>

is a comprehensive online directory of apps for education, developed by Apple Distinguished Educators (ADEs) and is available in 19 languages. The website identifies 400 Apps by the Blooms Cognitive Domain Categories with 122 of the most popular apps individually linked from the Padagogy Wheel



Developed by Allan Carrington
Designing Outcomes Adelaide SA
Email: allan@designingoutcomes.net



Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mynweb.org.uk. That wheel was produced by Sharon Artley and was an adaptation of Kathwohl and Anderson's (2001) adaptation of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad. For V2.0 an V3.0 I have to acknowledge the creative work of Kathy Schock on her website BloominApps.com. For the major revision that is V4.0 I have to thank the team of ADEs who created APpItic the App Lists for Education Website.

The Padagogy Wheel by Allan Carrington is licensed under a Creative Commons Attribution 3.0 Unported License. Based on a work at <http://tinyurl.com/bloomsoft>



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?

Source : Apple Challenge Based Learning: http://www.apple.com/ca/education/docs/CBL_Classroom_Guide_Jan_2011.pdf