

Major Project

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EC&I 832: Digital Citizenship and Media Literacies

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Options:

Option 1: Development of a curriculum-supported digital citizenship/literacy resource

Students selecting this option will investigate and develop curricular connections that support the integration of digital citizenship and digital literacy competencies. Students should develop a comprehensive digital citizenship/literacy resource that includes a scope and sequence for a particular grade (elementary) or subject area (secondary). This scope and sequence should be based on the integration of a clearly delineated set of skills and competencies (for instance, students may choose to use [Ribble's nine elements of digital citizenship](#) as the basis for their curriculum integration document) and should indicate possible connections to specific curriculum outcomes and indicators, sample lesson ideas, and suggested resources. Students should be careful to ensure that the digital competencies are integrated rather than developed as stand-alone, add-on lessons and activities. Students should also note that this is not simply a content dump of resources; rather, students should be *both* curating (including evaluating and annotating) existing resources and creating their own multimedia content to support their scope and sequence.

Students who take on this project may want to consult [Saskatchewan's Digital Citizenship Continuum](#) and/or [Saskatchewan's Digital Citizenship Policy Planning Guide](#).

Introduction

In 2017 the government of Jamaica rolled out the National Standard Curriculum (NSC) to be used in schools from Grades 1 - 9 (K - 9). This would span the primary to secondary level of the Jamaican education system. The course EC&I 832 Digital Citizenship and Media Literacy has revealed that there is a glaring omission from this curriculum. We currently live in a digital world that is constantly changing. As a result, our students must be exposed to the fundamental principles of how to operate in the digital world. The NSC does not provide this opportunity in its current state.

Careful examination of the Grade 9 English Language curriculum, has determined that the subject is exceptionally well-suited for the seamless integration of Digital Literacy, particularly within the existing strand 2C titled "Reading for Information (Research and Study Skills)." Given the inescapable influence of the internet in nearly every facet of our lives, we find ourselves residing in an increasingly digital world. The onset of the COVID-19 pandemic has only accelerated the shift from a physical to a virtual realm. Consequently, our children must not only be adept at traditional literacy but also equipped with the necessary skills to navigate and thrive in this digital landscape.

Excerpt of Existing National Standards Curriculum for Grade 9

LANGUAGE AND LITERATURE CURRICULUM SECONDARY PATHWAY III GRADE 9

INTRODUCTION

The curriculum is designed to facilitate differentiated instruction. The needs of students in Secondary Pathway III (SPIII) will vary, therefore, the need for differentiation is of utmost importance. The table below indicates the instructional reading level at each grade and the projected instructional reading level at the end of the grade. The assumption is that students will enter at Grade 7, participate in the programme and progress to the next grade where the programme will continue up to Grade 9. If, however, a student begins the programme in Grade 8 without the benefit of the Grade 7 programme, then that student may require instruction at a lower level. All students must be assessed at the beginning of the intervention programme to determine the level at which they are functioning so that their needs may be met.

	GRADE 7 – YEAR 1			GRADE 8 – YEAR 2			GRADE 9 – YEAR 3		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Instructional Reading Level at Beginning of Grade	Pre-Primer/Primer	Grade 1/Grade 2	Grade 3/Grade 4	Grade 1/Grade 2	Grade 2/Grade 3	Grade 4/Grade 5	Grade 2/Grade 3	Grade 3/Grade 4	Grade 5/Grade 6
Projected Instructional Reading Level at End of Grade	Grade 1/Grade 2	Grade 2/Grade 3	Grade 4/Grade 5	Grade 2/Grade 3	Grade 3/Grade 4	Grade 5/Grade 6	Grade 3/Grade 4	Grade 4/Grade 5	Grade 6/Grade 7

Based on their functional reading levels, students have been placed in groups for planning purposes and lesson delivery when necessary. Throughout the curriculum, provisions have been made for student participation in activities based on whole class, reading level and mixed ability groups.

The curriculum contains 5 units covering Term 1 (Units 1 and 2), Term 2 (Units 3 and 4) and Term 3 (Unit 1). The theme for each Unit is consistent with the National Standards Curriculum (NSC) and the Strands, Standards and Attainment Targets as outlined in the NSC. The objectives are designed to meet the needs

STRAND 2a: READING WITH FLUENCY AND WORD RECOGNITION

Attainment Target

- Develop phonological awareness and use knowledge of letter-sound correspondences (phonics) in order to decode unfamiliar words

ICT Attainment Targets:

- COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information and work collaboratively to support individual needs and contribute to the learning of others
- DIGITAL CITIZENSHIP-Recognize the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practise online safety and ethical behaviour.

OBJECTIVES – GROUP 1

Phonological Awareness and Phonics

Students should be able to:

- identify the three sounds of “ed” – “ed”, “t” and “d”
- Identify three sounds of “ch” – e.g. choices, stomach, chef
- Identify consonant digraphs at initial, medial and ending for “sh” and “ch” e.g. share, relationships and establish for “ch” – three sounds choices, chef (sh) and stomach (k)
- Identify word endings – “tion”, “ing”, “ness”, “ship”, Consonant Le e.g. dependable, responsible, reliable
- identify words with the diphthongs “oi” or “oy” sounds

OBJECTIVES – GROUPS 2 and 3

Phonological Awareness and Phonics

Students should be able to:

- Apply phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes.
- Decode multi-syllable words.
- Identify and use blends, digraphs, word families (onset and rimes)
- Use elements of structure to identify words including the use of familiar word chunks, compound words, inflectional endings

<p>columns as indicated below:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">ed</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">d</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">t</div> </div> <p>At the end of the exercise, examine and comment on the pattern which determines the sound “- ed” will have at the end of a word.</p> <p>Choose one word from each sound column to make a sentence. With a peer, read the sentence aloud, stressing the pronunciation of the inflectional ending. Give peer feedback on the accuracy of the pronunciation.</p>		
<p>Activity Students will Read projected story (suitable for reading level of students) with /sh/ and /ch/ words included. Online Resources – Activities and Stories http://www.ling.upenn.edu/pri/pdfs/rr6.pdf http://www.scholastic.com/ems/Classroom_books/061912/images/PHONICS-Digraph-pages.pdf http://www.literacytools.ie/files/pdfs/CH%20sound.pdf</p> <p>Use the relevant technological tools to identify words that include /ch/ and /sh/ and to underline, highlight and make these words bold. Following their mastery of the sounds of /sh/ and /ch/ , work in three (3) groups representing the three (3) sounds of “ch” - the regular sound (choices), the “K” sound (stomach) and the “sh” (chef) to find the words from the story which agree with their assigned sounds. Develop sentences in each group, using words that include the assigned sound and practise to pronounce these words in the sentences, emphasizing the targeted sound.</p>	<ul style="list-style-type: none"> • Practise oral reading • Discriminate between sounds in words • Work cooperatively in groups • Construct sentences • Use technological tools 	<p>Short story appropriately read using phonics and syllabication skills to decode unfamiliar words</p> <p>Words with the sound of /sh/ and the three sounds of /ch/ accurately decoded</p> <p>Group work reflects effective collaboration and achieves desired objectives Group members show appreciation and respect for the contributions of all group members</p> <p>Sentences clearly demonstrate understanding of the meaning of the words</p> <p>Word processing programme effectively to emphasize beginning consonant digraphs in words</p>

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STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

ATTAINMENT TARGETS

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

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Objectives: Groups 1

Students should be able to:

- Locate information from a dictionary, thesaurus, search engines and other reference materials
- Locate information using table of contents, titles, chapter headings, glossaries and indices
- Classify items to a given category

Objectives 2 and 3

- Record observations (logs, journals, tables, charts etc.)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Groups 2 and 3 Students will In groups of not more than five (5) persons, receive an index card each, that explains one (1) thing they should observe while viewing a picture or video. View a picture or video that features a river being used for a number of different activities. Use the different index cards to compositely respond to various elements of the picture as outlined below:</p> <ul style="list-style-type: none"> • State the people seen in the video, for e.g. children, men, father and son, etc. • State the items used in the river, for e.g., water tube, pots, washing tub, clothes, etc. • Describe the look and movement of the river, for e.g. calm, flowing hard, dirty, gushing • Explain how the river is used, for e.g. swimming, washing of cars, trucks, clothes, body, bathing • Describe the background of the river, for e.g. rocky or maybe lots of trees, plain <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> • Extract and record information • Report findings • Conduct project • Use technological and print sources • Conduct Interview • Record sources of information 	<p>Information accurately extracted from picture or video using guidelines on index card</p> <p>Oral report on findings appropriately presented</p> <p>Project on rivers accurately reflects the uses of rivers in Jamaica</p> <p>Technological and print research tools effectively used to locate required information for project</p> <p>Interview conducted and results reported</p> <p>Record of list of information sources appropriately presented</p>

Revised Curriculum for Grade 9 Using Principles of Course

Scope and Sequence

This comprehensive resource is designed to empower Grade 9 students with the skills and competencies necessary for effective digital citizenship and information literacy. Students will get an opportunity to understand their role in the digital landscape and the benefits of being digitally literate. The lessons are interwoven with Ribble’s Nine Elements of Digital Literacy- digital access, digital commerce, digital communication and collaboration, digital fluency, digital health and welfare, digital law, digital rights and responsibility and digital security and privacy. Students will be guided using two main units and five lessons along with attainment targets, assessment and resources to which they will be able to access and utilize throughout the course.

<i>Unit</i>	<i>Lessons</i>	<i>Attainment Targets</i>	<i>Assessment</i>	<i>Resources</i>
Introduction to Digital Citizenship and Information Literacy	Lesson 1: Who is a Digital Citizen: Understanding Digital Citizenship	<p>Define digital citizenship and explain its importance.</p> <p>Outline the importance of understanding and effectively utilizing</p>	In groups of three create a Digital Presentation to summarize your understanding of being a digital citizen	<p>https://www.icevonline.com/blog/what-is-digital-citizenship</p> <p>https://www.digitalcitizenship.net/nine-elements.html</p> <p>https://www.digitalcitizenship.nsw.edu.au/articles/leaving-a-</p>

		<p>online resources to enhance the appropriate selection of class materials</p> <p>Identify, practice, and utilize acceptable or responsible online behaviors</p> <p>Discuss the impact of digital footprints and its implications in the digital world.</p> <p>Collaborate, discuss, and present through a creative medium e.g. video, PowerPoint presentations, or Google Slides observing digital etiquette as discussed in class.</p>		<p><u>digital-footprint#:~:text=Your%20digital%20footprint%20can%20have,this%20impact%20a%20positive%20one</u></p>
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	<p>Lesson 2: What is Information Literacy?</p>	<p>Define information literacy after video viewing and class discussion</p> <p>Understand the importance of evaluating online information and crediting sources.</p> <p>Introduce the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose) for evaluating online information.</p> <p>Demonstrate the effective use of CRAAP through accessing online</p>	<p>Evaluation of Online Resources</p> <p>Choose any video documented in the resource section for Lesson 2.</p> <p>Utilize the CRAAP approach to analyze the video.</p> <p>Your analysis must include all steps for CRAAP and must be creatively presented.</p> <p>Ensure to utilise the Digital rights and responsibilities done in class.</p>	<p>https://www.youtube.com/watch?v=hbe6xBibOLA</p> <p>Videos for Analysis</p> <p>https://www.youtube.com/watch?v=Ironp6Iue9w</p> <p>https://www.youtube.com/watch?v=D3RplzyDRQw</p> <p>https://www.youtube.com/watch?v=lxSYtw aXo2M</p> <p>https://www.youtube.com/watch?v=q8ntN PXQnS0</p>
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		resources on a topic or issue of choice		
Accessing and Retrieving Online Resources	Lesson 3: Effective Search Strategies	<p>Cultivate advanced search skills using operators to gain accurate information from online sources</p> <p>Create search queries to access information pertaining to an issue of choice</p> <p>Understand the importance of utilizing Boolean logic in conducting online searches</p> <p>Effectively access and utilize Boolean logic</p>	Create a Search Strategy based on the online resources watched on a selected topic of your choice.	<p>https://guides.library.utoronto.ca/c.php?g=441804&p=5167249</p> <p>https://www.youtube.com/watch?v=LTJygQwYV84</p> <p>https://www.youtube.com/watch?v=7RIB1CJovTs</p> <p>https://www.youtube.com/watch?v=EF2YHNbFGgM</p>

		Practice refining searches for a selected issue of choice		
	Lesson 4: Evaluating Online Resources	<p>Engage in a discussion and analyze the five criteria for evaluating sources</p> <p>Apply the CRAAP test to assess the reliability of online sources on a selected topic of choice</p> <p>Differentiate between primary and secondary sources of information</p>	Record a five (5) minutes video explaining the importance of evaluating online resources. Ensure that credit is given for sources by demonstrating the digital law.	<p>https://libguides.cmic.h.edu/web_research/craap#:~:text=The%20test%20provides%20a%20list,Authority%2C%20Accuracy%2C%20and%20Purpose.</p> <p>https://library.carleton.ca/guides/subject/evaluating-sources-use-craap-test</p> <p>https://www.youtube.com/watch?v=2WJN-U4j2_A</p> <p>https://www.wgu.edu/blog/what-difference-between-primary-secondary-source2304.html#:~:~:~</p>

				<p><u>ext=The%20most%20significant%20difference%20between,and%20commentary%20from%20other%20researchers.</u></p> <p><u>https://www.youtube.com/watch?v=CPQ95B95bWE</u></p>
	<p>Lesson 5: Using Online Databases</p>	<p>Introduce various online databases and academic search engines for use in selecting information sources (EBSCOhost, Proquest, Bing, Google/Scholar).</p> <p>Refine the process of accessing and navigating databases.</p> <p>Evaluate the credibility of information found in databases.</p>	<p>Complete a three-page document on the importance and or benefits of digital literacy in high schools.</p> <p>All the rules of digital literacy must be observed.</p>	<p><u>https://libguides.uwi.edu/c.php?g=11316&p=59080</u></p>

References

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