Cyber Civics

A-Okay or No Way
Summary: By considering how the information they post not only impacts their privacy, but also shapes their online identities, students discover how important it is to take an active role in deciding how much private information to share online.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	CCSS.ELA-Literacy.RF.5.4.a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	**Writing Standards**
CATEGORY / CLUSTER		**Research to Build and Present Knowledge**
STANDARD	CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.5.9.b	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Presentation of Knowledge and Ideas**
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	**Language Standards**

CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Be Upstanding
Summary: This lesson empowers students with real-world strategies they can call upon to stand up to cyberbullying, or bullying of any kind, whether they are a target or observer.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.R	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

	I.5.10	
STRAND / DOMAIN	**CCSS.ELA-Literacy.RF.5**	**Reading Standards: Foundational Skills**
CATEGORY / CLUSTER		**Fluency**
STANDARD	**CCSS.ELA-Literacy.RF.5.4**	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	**CCSS.ELA-Literacy.RF.5.4.a**	**Read on-level text with purpose and understanding.**
EXPECTATION	**CCSS.ELA-Literacy.RF.5.4.c**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.5**	**Writing Standards**
CATEGORY / CLUSTER		**Text Types and Purposes**
STANDARD	**CCSS.ELA-Literacy.W.5.3**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
EXPECTATION	**CCSS.ELA-Literacy.W.5.3.a**	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**
EXPECTATION	**CCSS.ELA-Literacy.W.5.3.b**	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**
EXPECTATION	**CCSS.ELA-Literacy.W.5.3.d**	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**
EXPECTATION	**CCSS.ELA-Literacy.W.5.3.e**	**Provide a conclusion that follows from the narrated experiences or events.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.5**	**Writing Standards**
CATEGORY / CLUSTER		**Production and Distribution of Writing**
STANDARD	**CCSS.ELA-Literacy.W.5.4**	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.5**	**Writing Standards**
CATEGORY / CLUSTER		**Research to Build and Present Knowledge**
STANDARD	**CCSS.ELA-Literacy.W.5.9**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	**CCSS.ELA-Literacy.W.5.9.b**	**Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').**

STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

De-'Tech'-Tive Work
Summary: Students to use detective skills to consider the impact "technology" has had on humankind throughout the ages.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.	Writing Standards

	W.5	
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards

CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.

<table>
<tr><td colspan="3" style="background:green">Designing a Positive Online Community
Summary: Working together in groups, students design positiveonline communities where the principles of good citizenship can thrive.</td></tr>
</table>

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA	Come to discussions prepared, having read or studied required material; explicitly

	A-Literacy.SL.5.1.a	draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Digital Reputation Check
Summary: Students learn firsthand how one's digital reputation can impact his or her ability to succeed in college and beyond.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-	Read with sufficient accuracy and fluency to support comprehension.

	Literacy.R F.5.4	
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.5.9.b	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.S	Speaking and Listening Standards

	L.5	
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Ethical Thinking in Digital Spaces
Summary: An active classroom activity challenges students to imagine the intentions of others as they work through several examples of real online scenarios.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration

STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Hiding Behind a Screen
Summary: Students learn that many people say and do things from behind a screen that they would never say or do in real life. While this may encourage some to engage in cyberbullying, through this hands-on activity students learn that others hide behind their screens for entirely different reasons.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

How Much Do You Know About the Internet?
Summary: This game equips students with basic history, vocabulary, and knowledge about the Internet and digital media that will help them when discussing the media landscape in lessons to come.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.S	Speaking and Listening Standards

	L.5	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

How To Be a Good Citizen Online
Summary: Students apapply the principles of good citizenship to online communities they might belong to now or in the future.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards

CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.

How To Communicate Online
Summary: This lesson helps students distinguish the norms appropriate for different types of digital interactions as they learn how to communicate effectively and appropriately.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards

CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	CCSS.ELA-Literacy.L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Investigating Today's Tools
Summary: Students explore the inner workings of today's digital tools to learn the basics of how they work.

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards

CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY /		Conventions of Standard English

CLUSTER		
STANDARD	CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.

My Self, My Selfie
Summary: This lesson helps students consider what sort of impression they want to make through the public profiles they post. In addition, it explores the growing popularity of the "selfie" by reviewing its surprising history.

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Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Real People, Real Feelings
Summary: Students become aware of how the distinct attributes of online communication may contribute to inappropriate or bullying behavior as they engage in an empathy-building activiy.

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Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY /		Text Types and Purposes

CLUSTER		
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Take Stock, Block, Talk
Summary: Students role-play and practice an effective three-step solution to online bullying.

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STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA	Pose and respond to specific questions by making comments that contribute to the

	A-Literacy.S L.5.1.c	discussion and elaborate on the remarks of others.

<table>
<tr><td colspan="3" style="background:green">The Five Principles of Citizenship
Summary: This activity introduces students to the five tenets of citizenship, online and off.</td></tr>
</table>

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Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.5	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

<table>
<tr><td colspan="3" style="background:green">To Share or Not To Share?
Summary: This activity helps students consider how their online actions impact the reputations of others, and how the actions of others may impact their own online reputations.</td></tr>
</table>

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-	Reading Standards for Informational Text

	Literacy.RI.5	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-	Writing Standards

	Literacy. W.5	
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A- Literacy. W.5.9.b	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.S L.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

What Is Cyberbullying? Digital Drama?
Summary: Students discover what cyberbullying is as they explore the differences and similarities between cyberbullying, digital drama, and in-person bullying. They also learn how to empathize with and support the targets of all types of bullying.

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Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-	Read with sufficient accuracy and fluency to support comprehension.

	Literacy.R F.5.4	
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.ELA-Literacy.W.5.9.b	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L	Language Standards

	.5	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Who Am I Online?
Summary: This game helps students understand that they have unique characteristics that make up their identities. They also discover that people express their identities through offline and online roles that can sometimes differ significantly.

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Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY /		Presentation of Knowledge and Ideas

CLUSTER		
STANDARD	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

You Are the Words You Use

Summary: Hate speech is a verbal attack on a person or a group of people, based on an identity characteristic like race, gender, sexual orientation, religion, etc. Through this activity, students learn what to do should they ever witness or become the target of hate speech.

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Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.

You, In Six Words
Summary: Through a fun activity, students practice the art of writing short online biographies that accurately and appropriately express who they, and their classmates, are online.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Your Digital Billboard
Summary: Through a hands-on activity, students take an active role in shaping their digital reputations.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Your Digital Norms
Summary: Students draw upon what they've learned thus far to decide what "norms" will govern the behavior in their own digital communities.

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing

STANDARD	CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.