

### Review:

1. Ask students to reflect on what they know about computers or technology and what they would like to know. Have them write quietly or share with a partner, then open up to a class discussion.
2. Class Contract Handout

### Standards: ISTE 1a

<b>Vocabulary</b>	
<b>Computer</b>	<i>a machine used to work with information</i>
<b>Mouse</b>	<i>a device you move with your hand to move the cursor on a computer screen</i>
<b>Internet</b>	<i>a large network of connected computers around the world</i>
<b>Cyberbully</b>	<i>someone who frightens or hurts others online</i>
<b>Digital</b>	<i>using or related to computers</i>
<b>Citizen</b>	<i>a person who lives in a certain place and belongs to that community</i>

**Weekly Question:** What are some ways we can use the computer mouse?

**Suggested In-class Extension Activity:** Mouse Magic Draw or Define Vocab Activity

**Standards:** ISTE 1d, 2b

<b>Vocabulary</b>	
<b>Scroll</b>	<i>to move up, down, left, or right</i>
<b>Scroll wheel</b>	<i>the part of the mouse that lets you scroll</i>
<b>Scroll bar</b>	<i>the long rectangle that you can move to let you see different parts of the screen</i>
<b>Text</b>	<i>letters and words</i>
<b>Drag and drop</b>	<i>to move something by clicking, holding, and moving the pointer using a mouse or touchpad</i>
<b>Left-click</b>	<i>to press the left button</i>
<b>Right-click</b>	<i>to press the right button</i>
<b>Double click</b>	<i>to click two times fast</i>

**Weekly Question:** How can we have fun online while practicing safety?

**Suggested In-class Extension Activity:** Break the class into 6 groups. Assign each group one of the tips from the video/reading:

1. Don't share private information online.
2. Only go to safe websites.
3. Do not buy anything over the Internet.
4. Tell an adult if you see bullying.
5. Don't share passwords.
6. When in doubt, X it out!

Have groups create a poster and present it to the class.

**Standards:** ISTE 1d, 2b

<b>Vocabulary</b>	
<b>Approve</b>	<i>to consider good or right</i>
<b>Harmful</b>	<i>causing hurt to something or someone</i>
<b>Appropriate</b>	<i>right for the purpose or person</i>
<b>Guidelines</b>	<i>a set of rules</i>
<b>Trustworthy</b>	<i>deserving of trust and confidence</i>
<b>Personal information</b>	<i>recorded information about a person like name, email address, or phone number</i>

**Weekly Question:** How can we use a computer touchpad?

**Suggested In-class Extension Activity:** Have student pairs compare and contrast a computer mouse and a computer touchpad. They may share out loud with the class, or record their ideas using the Compare and Contrast Template or the Venn Diagram Template.

**Standards:** ISTE 1d

Vocabulary	
<b>Touchpad</b>	<i>part of a computer that lets you move the mouse pointer with your finger</i>
<b>Zoom in</b>	<i>to make something look closer</i>
<b>Zoom out</b>	<i>to make something look further away</i>
<b>Mouse</b>	<i>a device you move with your hand to move the cursor on a computer screen</i>
<b>Select</b>	<i>to choose an item by clicking on it</i>

**Weekly Question:** What can computers do?

**Suggested In-class Extension Activity:** Power of Computers: Where Do You Use Computers  
Activity

**Standards:** ISTE 1a, 1d

<b>Vocabulary</b>	
<b>Computer</b>	<i>a machine used to work with information</i>
<b>Tablet</b>	<i>a flat, rectangular computer</i>
<b>Desktop</b>	<i>a computer that is meant to be used on a desk or table</i>
<b>Instruction</b>	<i>a set of letters or numbers that tells a computer to do something</i>

**Weekly Question:** What parts make up a computer?

**Suggested In-class Extension Activity:** External Parts of a Computer Cut and Paste Activity

**Standards:** ISTE 1c, 1d, 2b

### Vocabulary

<b>Computer</b>	<i>a machine used to work with information</i>
<b>Information</b>	<i>pictures, numbers, letters, words, or sounds</i>
<b>Speakers</b>	<i>boxes that play sounds that come from the computer out loud</i>
<b>Headphones</b>	<i>small speakers that go over your ears and play sounds that come from the computer</i>
<b>Keyboard</b>	<i>a set of buttons that lets you type letters, numbers, and symbols into the computer</i>
<b>Touch screen</b>	<i>a computer screen you can use with your finger</i>
<b>Tablet</b>	<i>a flat, rectangular computer</i>
<b>Monitor</b>	<i>the screen of a computer</i>

**Weekly Question:** How can we become good digital citizens?

**Suggested In-class Extension Activity:** Good Digital Citizen Sorting Activity. Read aloud or have students work independently to determine which behaviors describe good digital citizenship.

**Standards:** ISTE 2b

<b>Vocabulary</b>	
<b>Citizen</b>	<i>a person who lives in a certain place and belongs to that community</i>
<b>Digital</b>	<i>using or related to computers</i>
<b>Bully</b>	<i>to frighten or hurt others</i>
<b>Public</b>	<i>open to anyone</i>
<b>Community</b>	<i>a group of people who depend on one another</i>

**Weekly Question:** What is a computer window?

**Suggested In-class Extension Activity:** What is a Window Labeling Activity

**Standards:** ISTE 1c, 1d, 3d, 5b

### Vocabulary

<b>Window</b>	<i>a rectangle on the screen that lets you see information or a program</i>
<b>Title bar</b>	<i>the bar that has the name of the program or file</i>
<b>Menu</b>	<i>a list of choices you can make when using the computer or a program</i>
<b>Restore</b>	<i>to put things back to the way they were before</i>
<b>Minimize</b>	<i>to make smaller</i>
<b>Maximize</b>	<i>to make bigger</i>
<b>Resize</b>	<i>to change the size</i>
<b>Horizontal</b>	<i>going side to side</i>
<b>Vertical</b>	<i>going up and down</i>
<b>Toolbar</b>	<i>a row of buttons onscreen that you can click to do things in a program</i>



**Weekly Question:** What is a browser and what can it do?

**Suggested In-class Extension Activity:** Have student pairs compare and contrast a street address and a web address. They may share out loud with the class, or record their ideas using the Compare and Contrast Template or the Venn Diagram Template.

**Standards:** ISTE 1b, 1c, 1d, 3a, 4b, 5b, 7d

<b>Vocabulary</b>	
<b>Address bar</b>	<i>the box where you type in a website address</i>
<b>Search bar</b>	<i>the place where you type in search terms</i>
<b>Homepage</b>	<i>the starting page when a browser is first opened</i>
<b>Browser</b>	<i>a program that lets you visit websites on the World Wide Web</i>
<b>Search engine</b>	<i>a computer program that is used to look for information on the Internet</i>
<b>Reload</b>	<i>start over; refresh</i>
<b>Load</b>	<i>to open or begin running a program or website</i>

**Weekly Question:** How have computers changed over time?

**Suggested In-class Extension Activity:** History of Computers Timeline Activity

**Standards:** ISTE 1d

<b>Vocabulary</b>	
<b>Command</b>	<i>instructions given to a computer for it to do something</i>
<b>Computer</b>	<i>a machine used to work with information</i>
<b>Electronics</b>	<i>the parts inside a computer</i>
<b>Computation</b>	<i>the action of mathematical calculations</i>
<b>Personal computer</b>	<i>a computer that is used by the "home" user</i>
<b>Mouse</b>	<i>a device you move with your hand to move the cursor on a computer screen</i>

**Weekly Question:** What are some common computer icons and symbols?

**Suggested In-class Extension Activity:** Icons and Symbols Labeling Activity

**Standards:** ISTE 1d, 6a

<b>Vocabulary</b>	
<b>Symbol</b>	<i>a picture that stands for an idea</i>
<b>Icon</b>	<i>a small picture that you can click to open a file or program</i>
<b>Exit</b>	<i>to leave</i>

**Weekly Question:** How can breaks help keep our brains and bodies healthy?

**Suggested In-class Extension Activity:** Put students together in small groups. Ask each group to make a list of “Good Break Ideas” and “Bad Break Ideas”. Ask each group to share their lists with the class. Which break ideas appeal to them the most? Which do they think they will use?

**Standards:** ISTE 1d, 3d, 7c

<b>Vocabulary</b>	
<b>Exercise</b>	<i>working your body to stay healthy</i>
<b>Sore</b>	<i>achy; painful</i>
<b>Moderation</b>	<i>not too much and not too little</i>

**Weekly Question:** How can we use the internet to create and inspire?

**Suggested In-class Extension Activity:** Think, Pair, Share:

1. Do you make any art with technology? If so, what kind?
2. What kind of art would you like to make with technology in the future?

**Standards:** ISTE 1c

<b>Vocabulary</b>	
<b>Software</b>	<i>the files, programs, and applications on a computer</i>
<b>Digital</b>	<i>using or related to computers</i>
<b>Create</b>	<i>to make or produce something</i>
<b>Responsibility</b>	<i>something that you should do because it is the right thing to do</i>

**Weekly Question:** How can we create digital drawings?

**Suggested In-class Extension Activity:** In groups or pairs, students use Google Drawings to create a piece of digital art. Ask them to use at least 3 of the techniques in the video/reading. Optional: students create a card or poster for classroom use.

**Standards:** ISTE 4b

<b>Vocabulary</b>	
<b>Digital</b>	<i>using or related to computers</i>
<b>Drop-down menu</b>	<i>a list of choices that appears on a computer screen when a button or word is clicked</i>
<b>Toolbar</b>	<i>a row of buttons onscreen that you can click to do things in a program</i>
<b>Highlight</b>	<i>to mark something with a bright color</i>
<b>Menu bar</b>	<i>a row of menu titles that you can click to see different dropdown menus</i>

**Weekly Question:** How can we download safely?

**Suggested In-class Extension Activity:** Divide students into small groups. Ask each group to list websites or apps that are safe for gaming, listening to music, reading books, watching movies, or getting homework help. Check the websites with your students and look for attributes of a safe/unsafe website.

**Standards:** ISTE 2d

<b>Vocabulary</b>	
<b>Link</b>	<i>words, images, or web addresses you can click to go to another web page</i>
<b>Attachment</b>	<i>a computer file such as a document or image sent in an email</i>
<b>Download</b>	<i>to copy information, such as a computer file, onto a computer</i>
<b>File</b>	<i>an object on a computer that stores information</i>
<b>Permission</b>	<i>the right or ability to do something</i>

**Weekly Question:** What is the internet?

**Suggested In-class Extension Activity:** What is the Internet Vocab Graphic Organizer

**Standards:** ISTE 1c, 1d, 2c, 3a, 5d

<b>Vocabulary</b>	
<b>Online</b>	<i>done over the internet</i>
<b>World Wide Web</b>	<i>a way of sharing information on networks</i>
<b>Network</b>	<i>two or more computers connected together</i>
<b>Internet</b>	<i>a large network of connected computers around the world</i>
<b>Website</b>	<i>a page that is on the World Wide Web; a webpage</i>



**Weekly Question:** How does the internet work?

**Suggested In-class Extension Activity:** How the Internet Works Packet Puzzle Activity

**Standards:** ISTE 1c, 1d, 3a, 5d

<b>Vocabulary</b>	
<b>Data</b>	<i>the information that computers work with, like pictures, numbers, words, or sounds</i>
<b>Packet</b>	<i>a small piece of data</i>
<b>Server</b>	<i>a computer that is connected directly to the Internet</i>
<b>Internet</b>	<i>a large network of connected computers around the world</i>

**Weekly Question:** How can we use email responsibly?

**Suggested In-class Extension Activity:** Sending an Email Subject Line Sorting Activity

**Standards:** ISTE 1a, 1d, 6a

<b>Vocabulary</b>	
<b>Spam</b>	<i>junk email messages sent to a lot of people at once to try to sell something or harm people's computers</i>
<b>Email address</b>	<i>letters and numbers that identify where to send an electronic message over the internet</i>
<b>Inbox</b>	<i>a list where incoming email messages are stored</i>
<b>Subject</b>	<i>a summary of what an email is about</i>
<b>Reply</b>	<i>a response to the sender of an email</i>
<b>Attachment</b>	<i>a computer file such as a document or image sent in an email</i>
<b>Username</b>	<i>an identification used by a person to access a computer, network, or online service</i>
<b>Email</b>	<i>(electronic mail) messages sent over the internet</i>

**Weekly Question:** How can we create strong passwords?

**Suggested In-class Extension Activity:** In groups or pairs, ask students to generate examples and non-examples of strong passwords. Ask them to share with the class and explain their reasoning. Remind students not to give away any actual private information or personal passwords in the process!

**Standards:** ISTE 2a

<b>Vocabulary</b>	
<b>Log in</b>	<i>sign on to a computer or account using a username and password</i>
<b>Username</b>	<i>an identification used by a person to access a computer, network, or online service</i>
<b>Hacker</b>	<i>someone who uses computers to get data they aren't allowed to have</i>
<b>Random</b>	<i>chosen or done without a plan or pattern</i>
<b>Password</b>	<i>a secret word or phrase you must enter to open a computer or digital service</i>

**Weekly Question:** What are some ways you can communicate responsibly online?

**Suggested In-class Extension Activity:** Have student pairs compare and contrast online and offline communication. They may share out loud with the class, or record their ideas using the Compare and Contrast Template or the Venn Diagram Template.

**Standards:** ISTE 2b

<b>Vocabulary</b>	
<b>Emoji</b>	<i>a small digital picture used to express an idea, emotion, etc., such as a smiley face</i>
<b>Social media</b>	<i>websites and applications that let users create and share pictures, video, texts, or ideas with one another</i>
<b>Community</b>	<i>a group of people who depend on one another</i>
<b>Communication</b>	<i>expressing your thoughts to someone else</i>

**Weekly Question:** How can we be more considerate online?

**Suggested In-class Extension Activity:** Class discussion: brainstorm examples and non-examples of showing kindness online.

**Standards:** ISTE 2a, 2b

<b>Vocabulary</b>	
<b>Online</b>	<i>done over the internet</i>
<b>Reaction</b>	<i>the way someone responds</i>
<b>Bully</b>	<i>someone who frightens or hurts others</i>
<b>Cyberbully</b>	<i>someone who frightens or hurts others online</i>

**Weekly Question:** What can we do about cyberbullying?

**Suggested In-class Extension Activity:** In groups, students design a poster for classroom display listing or drawing the key strategies for reacting to cyberbullying:

1. Ignore the bully
2. Tell a trusted adult
3. Block/report the bully

**Standards:** ISTE 2b

<b>Vocabulary</b>	
<b>Bully</b>	<i>someone who frightens or hurts others</i>
<b>Cyberbully</b>	<i>someone who frightens or hurts others online</i>
<b>Counselor</b>	<i>someone who works at a school and helps students, often by talking about feelings</i>
<b>Delete</b>	<i>erase or remove</i>

## Level 2 | Digital Citizenship | Course Conclusion

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### **Review:**

Ask students to reflect on what they have learned. What have we learned about computers and technology? What surprised them the most? What do they remember best? How does their knowledge of technology now compare to their knowledge when they first began the course? Ask students to write quietly or share with a partner, then open up to a class discussion.

**Standards:** ISTE 1c, 2c