

**Review:**

1. What do we know about computers and technology, and what do we want to know?
2. 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.
3. Class contract

**Standards:** ISTE 1a

Vocabulary	
Computer	<i>a machine used to work with information.</i>
Revolutionize	<i>to change something very much or completely.</i>
Cyberbullying	<i>using the internet to be mean, either by sending messages or posting pictures or videos that are unkind.</i>
Digital citizen	<i>a person who responsibly participates in using the internet and other technology.</i>
Netizen	<i>a person who actively uses the Internet especially in a proper and responsible way.</i>
Change agent	<i>someone who makes change happen by inspiring and influencing others.</i>

**Weekly Question:** How can we stay safe online?

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

- 1. Everyone you meet online is a stranger.
- 2. Never share private information on the Internet.
- 3. Only go to websites your parents or teachers have approved.
- 4. Do not download or install anything on your home or school computers.
- 5. Think before you click.
- 6. Don't respond to bullying. Do tell a trusted adult.

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

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

Vocabulary	
Internet	<i>a lot of connected computers around the world.</i>
Website/web page	<i>a page that is on the World Wide Web.</i>
Virus	<i>a code added to a computer program that can attach itself to and seriously damage other programs.</i>
Private Information	<i>identifying things specific to you like your photo, home address, email address, school, or phone number.</i>
Malware	<i>a software code designed to perform unwanted and unauthorized actions such as stealing, destroying, or damaging data.</i>

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

**Suggested In-class Extension Activity:** Good Digital Citizen Activity

**Standards:** ISTE 2b

Vocabulary	
Citizen	<i>a person who belongs to a country, city or town and has certain rights there.</i>
Interact	<i>to respond to one another in a social situation.</i>
Rights	<i>in keeping with the rules of law, justice, or society.</i>
Privilege	<i>a right or benefit that is only given to a certain person, group, or social class.</i>
Contribute	<i>to give for a purpose.</i>
Reputation	<i>the level of respect with which a person is thought of by others.</i>
Critical Thinker	<i>someone who analyzes and evaluates facts and evidence to form a judgment.</i>
Misunderstanding	<i>fail to understand correctly.</i>

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

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

- 1. In pairs, students discuss practical ways in which they could affect change online.
- 2. What are some fears or barriers that prevent them from being more vocal online?
- 3. What are some of the responsibilities that come with being a change agent on- and offline?

**Standards:** ISTE 1c

Vocabulary	
Responsible	<i>expected to take care of particular duties and jobs.</i>
Consequence	<i>result or outcome.</i>
Exclude	<i>to leave out or keep out.</i>
Digital footprint	<i>all of the information on the internet about you.</i>
Blog	<i>shortened from “Web log,” an online journal that may be personal or topical, in which the author makes regular entries and can be read by the general public.</i>
Bully	<i>to frighten or hurt others.</i>

**Weekly Question:** What is your digital footprint and why is it important?

**Suggested In-class Extension Activity:** Using “DIGITAL FOOTPRINT,” instruct students to write their own acrostic poem about the importance of the topic, or using examples of the topic or word.

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

Vocabulary	
Digital footprint	<i>all of the information on the internet about you.</i>
Illegal	<i>against the law or rules.</i>
Cookie	<i>a small piece of data sent from a website and stored on the user’s computer by the user’s web browser.</i>
Private	<i>personal and not to be shared.</i>
Tracking service	<i>used for observing people and objects on the move.</i>

**Weekly Question:** How can we make sure that what we share online is helpful, not harmful?

**Suggested In-class Extension Activity:**

1. In the video lesson, THINK was used as an acronym for True, Helpful, Inspiring, Necessary, Kind.
2. Instruct students to write their own acrostic poem about the importance of thinking before sharing online, either using the word THINK in a different way, or another related word.

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

Vocabulary	
Inspiring	<i>influencing someone to do something by stirring the emotions.</i>
Necessary	<i>needed; not able to be put aside.</i>
Benefit	<i>an object, action, or sum of money that improves someone’s life.</i>

**Weekly Question:** How can we tell if a website is safe?

**Suggested In-class Extension Activity:** Have students use a Website Evaluation Form. After explaining the form, divide your students into groups and have each group evaluate a website using the form. Have them compare and contrast the attributes of safe and unsafe websites afterwards as a class.

**Standards:** ISTE 2b, 3b

Vocabulary	
Pop-up	<i>a window that comes up suddenly on the computer screen.</i>
Ads	<i>short for advertisements; notices of things for sale.</i>
Personal Information	<i>identifying things specific to you like your photo, home address, email address, school, or phone number.</i>
Virus	<i>a code added to a computer program that can attach itself to and seriously damage other programs.</i>
Scam	<i>a fraudulent scheme; a plan to cheat someone out of something.</i>
Spam	<i>disruptive commercial messages sent by email.</i>

**Weekly Question:** How do computers work?

**Suggested In-class Extension Activity:** Use the Vocab Graphic Organizer Template for the word “plagiarism.”

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

Vocabulary	
Plagiarism	<i>claiming someone else’s work or ideas as your own without giving them credit.</i>
Source	<i>the book, website, or place where your information originally came from.</i>
Citing	<i>listing the author’s name and the date they wrote something in order to give credit.</i>
Word-for-word	<i>an exact copy of text.</i>
Paraphrase	<i>expressing the same idea in different words.</i>
Bibliography	<i>a list of all sources used.</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”. They can then 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

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

**Weekly Question:** How can we tell if online images are real or fake?

**Suggested In-class Extension Activity:** Students work in groups or pairs to create a pamphlet with tips for recognizing fake images. This can be drawn and written by hand or on a computer. Pass around the pamphlets for students to share their work when finished.

**Standards:** ISTE 1b

Vocabulary	
Illusion	<i>a state of seeing, hearing, or sensing things in a false way.</i>
Image	<i>picture</i>
Hoaxes	<i>planned tricks</i>
Perception	<i>the ability to become aware of or know through the senses.</i>
Viral	<i>an image, video, or piece of information that is circulated rapidly and widely from one Internet user to another.</i>
Altered	<i>made different in some way; changed.</i>
Reverse image search	<i>investigate an image by uploading it on a site to find out where it appears on the web.</i>
Consumer	<i>a person or thing that uses something.</i>
Visually Similar Images	<i>pictures that look the same.</i>

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

**Suggested In-class Extension Activity:** Teach students the ‘Mind What You Download’ rap.

**Standards:** ISTE 2d

Vocabulary	
Download	<i>to copy information, such as a computer file, onto a computer.</i>
Computer file	<i>an object on the computer that stores data, information, settings, and computer commands.</i>
Virus	<i>a harmful program that copies itself onto a computer and can break the computer by damaging its programs and files.</i>
Malware	<i>computer software created to cause harm to a computer or computer network.</i>
Trojans	<i>malware that makes users believe computer content is safe when it is really harmful.</i>
Untrustworthy	<i>not deserving of trust or confidence.</i>
Suspicious	<i>causing questions or doubts.</i>
Copyright	<i>the legal right to make copies of, give away, or perform a published or recorded work.</i>

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

**Suggested In-class Extension Activity:** Use the Vocab Graphic Organizer Template with the word “internet.”

**Standards:** ISTE 4b

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

**Weekly Question:** How can we keep our online accounts safe?

**Suggested In-class Extension Activity:** Think, Pair, Share: Using the information from the video and follow-up reading, ask students to discuss which safety tips they already knew and use, and if they learned any new tips and how they plan to start using them.

**Standards:** ISTE 2d

Vocabulary	
Account	<i>an online presence that you register for such as email or social media platforms.</i>
Privacy	<i>the state of being kept apart or hidden from other people or their view.</i>
Mindful	<i>being attentive, aware, or careful.</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. Then share them with the class, explaining how they came up with them and what makes them strong or not. Remind students not to give away any actual private information or passwords of their own in the process!

**Standards:** ISTE 2a

Vocabulary	
Log in	<i>sign on to a computer or account using a username and password.</i>
Hacker	<i>someone who uses computers to get data they aren't allowed to have.</i>
Username	<i>an identification used by a person to access a computer, network, or online service.</i>
Password	<i>a secret word or phrase that must be used to gain access to a computer system or service.</i>

**Weekly Question:** How can we practice good communication and manners online?

**Suggested In-class Extension Activity:** Netiquette worksheet

**Standards:** ISTE 2c

Vocabulary	
Etiquette	<i>rules for good behavior and manners.</i>
Netiquette	<i>rules for good behavior and manners on the internet.</i>
Guidelines	<i>a general set of rules or course to be followed.</i>
Formal	<i>following accepted rules for doing something; proper.</i>
Informal	<i>casual, used everyday</i>
Capable	<i>having the skill or power to do what is needed.</i>
Impression	<i>a belief or a feeling that is created at the beginning of an experience.</i>

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

**Suggested In-class Extension Activity:** Email Sorting Worksheet

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

Vocabulary	
Email Address	letters and numbers that identify where to send an electronic message over the internet.
Inbox	a list where incoming email messages are stored.
Spam	junk email, messages sent to a lot of people at once to try to sell something or harm people’s computers.
Subject	a summary of what an email is about.
Reply	a response to the sender of an email.
Attachment	a computer file such as a document or image sent in an email.
CC	Carbon copy- other email addresses an email is sent to that can all see one another’s email addresses.
Reply all	a response to the sender of an email and all others who were sent the original email.
Draft	an email that hasn’t been sent yet.
Forward	resending an email possibly to a different address, moving the email “forward”.



**Weekly Question:** What is phishing?

**Suggested In-class Extension Activity:** Use the Vocab Graphic Organizer Template with the word “phishing.”

**Standards:** ISTE 2d

Vocabulary	
Phishing	<i>an illegal attempt to steal personal information such as usernames, passwords, and credit card details by disguising oneself as a trustworthy friend, company, or electronic communication.</i>
Illegal	<i>against the law or rules</i>
Spam	<i>a dishonest way to make money by deceiving people.</i>
Personal information	<i>recorded information about a person that may include name, email address, phone number, financial information, and an identifying number such as a social security number.</i>
Malicious	<i>intended to harm</i>
Virus	<i>a code added to a computer program that can attach itself to and seriously damage other programs.</i>
Suspicious	<i>causing questions or doubt</i>
Malware	<i>a software code designed to perform unwanted and unauthorized actions such as stealing, destroying, or damaging data.</i>

**Weekly Question:** How can we build stronger online communities and communication?

**Suggested In-class Extension Activity:** Venn Diagram Template to compare and contrast online and offline communication.

**Standards:** ISTE 2b

Vocabulary	
Emoji	<i>a small digital picture used to express an idea, emotion, etc.</i>
Community	<i>a group of people who depend on one another and may live in the same area or share common goals, interests, or beliefs.</i>
Social media	<i>websites and applications that let users create and share pictures, video, texts, or ideas with one another.</i>

**Weekly Question:** What are stereotypes and how do we fight back against them?

**Suggested In-class Extension Activity:** Students create an anti-hate poster for their classroom with the purpose of promoting respect and tolerance. Posters should contain a clear and creative anti-hate slogan and image that represents unity.

**Standards:** ISTE 2a, 2b, 2c, 2d, 3b, 7c

Vocabulary	
Stereotype	<i>an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i>
Characteristic	<i>having to do with a typical or special quality of a person, group, action, or thing.</i>
Unique	<i>being the only one of its type.</i>
Fact	<i>something known to be true.</i>
Opinion	<i>what one thinks about something or somebody; viewpoint.</i>

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

**Suggested In-class Extension Activity:** Ask students to write a poem about kindness.

1. It can be rhyming, non-rhyming, or acrostic.
2. It might include examples of kindness or highlight the importance of kindness.
3. Share out loud or post nicely written or typed copies on a bulletin board.

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

Vocabulary	
Considerate	<i>careful not to harm or inconvenience others.</i>
Avatar	<i>an icon or figure representing a particular person in video games, Internet forums, etc.</i>
Cyberbullying	<i>using the internet to be mean, either by sending messages or posting pictures or videos that are unkind.</i>
CAPS	<i>all upper case letters</i>

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

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

**Standards:** ISTE 2b

Vocabulary	
Cyberbully	<i>a person who bullies or harasses another using electronic means.</i>
Harass	<i>to trouble or bother again and again.</i>
Bystander	<i>anyone who witnesses bullying either in person or in digital forms like social media, websites, text messages, gaming, and apps.</i>
Block	<i>to prevent a person from contacting you or accessing your online profile.</i>
Report	<i>flag or notify of inappropriate content on social media platforms.</i>
Abusive	<i>harmful or unfair language.</i>

### Review:

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

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