

### 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 1.1.a

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

**Weekly Question:** What does it take to be a good digital citizen?

**Suggested In-class Extension Activity:** Using the Venn Diagram template, students explore the similarities and differences between being a good citizen in their neighborhood and a good citizen online.

**Standards:** ISTE 1.2.b

<b>Vocabulary</b>	
<b>Critical thinker</b>	<i>someone who analyzes and evaluates facts and evidence to form a judgment</i>
<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>Privilege</b>	<i>a right or benefit that is only given to a certain person, group, or social class</i>
<b>Misunderstanding</b>	<i>a failure to understand something correctly</i>
<b>Reputation</b>	<i>the level of respect with which a person is thought of by others</i>
<b>Contribute</b>	<i>to give for a purpose</i>
<b>Interact</b>	<i>to respond to one another in a social situation</i>
<b>Rights</b>	<i>things that a person is or should be morally or legally allowed to have, get, or do</i>

**Weekly Question:** What is the binary system?

**Suggested In-class Extension Activity:** Ones and Zeroes Activity; Ones and Zeroes

Homework

**Standards:** ISTE 1.1.d, 1.5.d

<b>Vocabulary</b>	
<b>Binary system</b>	<i>a system in which information can be expressed by combinations of the digits 0 and 1</i>
<b>Base-ten system</b>	<i>a counting system that uses ten digits</i>
<b>Decimal system</b>	<i>a system of measurement or currency in which the basic units increase by powers of 10</i>
<b>Symbol</b>	<i>a thing that represents or stands for something else</i>
<b>Circuit</b>	<i>the path on which electricity flows</i>
<b>Bit</b>	<i>short for binary digit, the smallest unit of data in a computer</i>
<b>Byte</b>	<i>eight bits grouped together</i>

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

**Suggested In-class Extension Activity:** Have students brainstorm input and output devices using the BINGO Template. Be sure to remind students to fill in the words at random so everyone's card looks different. Other computer-related terms may be used as well if more words are needed to fill the card. Once all the BINGO cards are complete, students may play BINGO as a class.

**Standards:** ISTE 1.1.d, 1.5.d

<b>Vocabulary</b>	
<b>Input</b>	<i>any information or data sent to a computer for processing</i>
<b>Output</b>	<i>a place where power or information leaves a system</i>
<b>Memory</b>	<i>the part of a computer where information is stored</i>
<b>CPU</b>	<i>(Central Processing Unit) the brain of the computer</i>
<b>Process</b>	<i>to take in and use information</i>
<b>Data</b>	<i>the information that computers work with, like pictures, numbers, words, or sounds</i>
<b>BIOS</b>	<i>(Basic Input Output System) a set of computer instructions which control input and output operations</i>

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

**Suggested In-class Extension Activity:** If your school has a safety policy or an online safety policy, review it with your students. Then have students pair up and discuss how the school safety policy is similar or different from the tips they learned in the Stay Safe Online video and reading this week.

**Standards:** ISTE 1.1.d, 1.2.b

<b>Vocabulary</b>	
<b>Private information</b>	<i>identifying things specific to you like your photo, home address, email address, school, or phone number</i>
<b>Malware</b>	<i>computer software created to cause harm to a computer or computer network</i>
<b>Virus</b>	<i>a code added to a computer program that can attach itself to and seriously damage other programs</i>
<b>Approve</b>	<i>to consider good or right</i>
<b>Hacker</b>	<i>someone who uses computers to get data they aren't allowed to have</i>

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

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

1. What are some practical ways you can affect change online?
2. What are some fears or barriers that prevent you from being more vocal online?
3. What are some of the responsibilities that come with being a change agent, online and offline?
4. If you did the lesson on this topic last year, how have your thoughts or attitudes changed about being an online creator since then?

**Standards:** ISTE 1.1.c

<b>Vocabulary</b>	
<b>Responsible</b>	<i>able to be trusted to do what is right, expected, or needed</i>
<b>Consequence</b>	<i>result or outcome</i>
<b>Exclude</b>	<i>to leave out or keep out</i>
<b>Digital footprint</b>	<i>all of the information on the internet about you</i>
<b>Blog</b>	<i>short for "web log", an online journal that can be read by anyone</i>
<b>Bully</b>	<i>to frighten or hurt others</i>

**Weekly Question:** What are some ways we can use a touchpad?

**Suggested In-class Extension Activity:** Instruct students to create a T-chart listing the pros and cons of using a touchpad compared to a mouse. Ask them to include examples of the tips they learned in the video/reading.

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Gesture</b>	<i>a movement of part of the body, especially a hand or the head, to express an idea or meaning</i>
<b>Right-click</b>	<i>to press the right button</i>
<b>Scroll</b>	<i>to move up, down, left, or right</i>
<b>Drag and drop</b>	<i>to move something by clicking, holding, and moving the pointer using a mouse or touchpad</i>
<b>Select</b>	<i>to choose an item by clicking on it</i>
<b>Mouse</b>	<i>a device you move with your hand to move the cursor on a computer screen</i>
<b>Touchpad</b>	<i>part of a computer that lets you move the mouse pointer with your finger</i>
<b>Touchpad gesture</b>	<i>a movement with your finger(s) on a touchpad to perform an action</i>

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

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

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Vacuum tube</b>	<i>a tube containing absolutely nothing, not even air, that allows the free passage of electricity</i>
<b>Program</b>	<i>a set of instructions that does a particular job in the computer</i>
<b>Transistor</b>	<i>a device used to amplify or switch electronic signals and electrical power</i>
<b>Semiconductor</b>	<i>a solid crystal substance that can sometimes conduct electricity and other times does not</i>
<b>Integrated circuit</b>	<i>an object put onto a small piece of material such as silicon that allows the flow of electricity</i>
<b>Printed circuit board</b>	<i>a board that has conductive material printed onto it</i>
<b>Software engineer</b>	<i>a person who designs, develops, maintains, tests, and evaluates computer software</i>



**Weekly Question:** How did the invention of the transistor change computers?

**Suggested In-class Extension Activity:** Fill out the Compare and Contrast template using the terms “Vacuum Tubes” and “Transistors”.

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Vacuum tube</b>	<i>a tube containing absolutely nothing, not even air, that allows the free passage of electricity</i>
<b>Transistor</b>	<i>a device used to amplify or switch electronic signals and electrical power</i>
<b>Electronic circuit</b>	<i>an object that allows the continuous flow of electricity</i>
<b>Computer</b>	<i>an electronic machine that can store and work with a lot of information</i>
<b>Binary system</b>	<i>a system in which information can be expressed by combinations of the digits 0 and 1</i>

**Weekly Question:** How can we manage our digital footprint?

**Suggested In-class Extension Activity:** Fill out the Vocab Graphic Organizer Template using the term “Digital Footprint”.

**Standards:** ISTE 1.2.a, 1.2.b, 1.2.d

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

**Weekly Question:** Why is it important to know the internal parts of a computer?

**Suggested In-class Extension Activity:** Internal Parts of a Computer Label the Part Activity

**Standards:** ISTE 1.1.c, 1.1.d

<b>Vocabulary</b>	
<b>RAM</b>	<i>(Random Access Memory) a device that stores data for a very short time for the computer to process the data</i>
<b>Hard drive</b>	<i>the main drive of a computer where files and folders are stored</i>
<b>Video card</b>	<i>a device in a computer that controls the images shown on screen</i>
<b>Sound card</b>	<i>a small plastic card that makes the sound from the computer sound better</i>
<b>USB</b>	<i>(Universal Serial Bus) a port or connection used to connect many external devices to the computer</i>
<b>CPU</b>	<i>(Central Processing Unit) the brain of the computer</i>
<b>Motherboard</b>	<i>the board that all of the internal parts of a computer are connected to</i>
<b>Network card</b>	<i>a small plastic card that connects a computer to a network or the Internet</i>
<b>CD DVD drive</b>	<i>a tray or slot where you put a CD or DVD to play on the computer</i>
<b>Expansion card</b>	<i>a way to improve or upgrade certain parts of the computer</i>

**Weekly Question:** What is the difference between computer hardware and software?

**Suggested In-class Extension Activity:** Hardware and Software Names of Software Activity

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Program</b>	<i>a set of instructions that does a particular job in the computer</i>
<b>System software</b>	<i>the programs that manage the computer itself</i>
<b>Application software</b>	<i>a program that is made for a person to perform a certain task</i>
<b>Hardware</b>	<i>the parts of a computer you can see and touch</i>
<b>Software</b>	<i>the files, programs, and applications on a computer</i>

**Weekly Question:** Why is it important to take breaks from screens?

**Suggested In-class Extension Activity:** Ask students to create an activity chart. In the first column, they can list activities they do on a daily basis (watching TV, using computers, sleeping, etc.) In the second column, ask them to write down how much time they think they spend on each activity. Then, have them create more columns to track how much time they actually spend on these activities over the course of the week. The results might surprise them! Optional: Complete this exercise two weeks in a row and then compare the charts.

**Standards:** ISTE 1.1.d, 1.3.d, 1.7.c

<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:** What is an operating system?

**Suggested In-class Extension Activity:** Operating Systems Definitions Worksheet

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Menu</b>	<i>a list of choices you can make when using the computer or a program</i>
<b>Home screen</b>	<i>also called a desktop, the main screen of a computer, tablet or mobile device</i>
<b>Window</b>	<i>a rectangle on the screen that lets you see information or a program</i>
<b>Operating system</b>	<i>a set of instructions that manages all of the hardware and software in a computer</i>
<b>Application</b>	<i>a software program that does a certain thing, like web browsing, email, or games</i>
<b>Icon</b>	<i>a small picture that you can click to open a file or program</i>
<b>GUI</b>	<i>(Graphical User Interface) a system of windows, pictures, and buttons that can be clicked on to use the different programs and files in a computer</i>

**Weekly Question:** What are computer memory and storage?

**Suggested In-class Extension Activity:** Use the Venn Diagram Template to have students compare and contrast “ROM” and “RAM”.

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Data</b>	<i>the information that computers work with, like pictures, numbers, words, or sounds</i>
<b>Memory</b>	<i>the part of a computer where information is stored</i>
<b>ROM</b>	<i>(Read-Only Memory) the part of a computer in which information that cannot be changed is stored</i>
<b>RAM</b>	<i>(Random Access Memory) a device that stores data for a very short time for the computer to process the data</i>
<b>Storage</b>	<i>a place that data is kept on a computer for an extended period of time</i>
<b>Hard disk drive</b>	<i>a type of hard drive; a computer storage device for “long term memory” that works by storing data with magnetic disks that spin very quickly</i>
<b>Solid state drive</b>	<i>a longer-lasting but more expensive type of hard drive; a computer storage device for “long term memory” that works with tiny electronic circuits on microchips, allowing electricity to run on different pathways</i>
<b>USB drive</b>	<i>a small storage device that uses microchips to store data and can plug into a USB port</i>
<b>Memory card</b>	<i>a very small storage device that uses microchips to store data, used in electronics such as computers, smartphones, digital cameras, and printers</i>

**Weekly Question:** How can we use keyboard shortcuts?

**Suggested In-class Extension Activity:** Keyboard Magic Labeling Activity

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Function keys</b>	<i>the keys located at the top of the keyboard that perform certain tasks when used in combination with other keys</i>
<b>Keyboard shortcut</b>	<i>a combination of keys pressed in a certain order to perform a certain task</i>
<b>Clipboard</b>	<i>part of a computer program that holds a copy of some data like text or a picture</i>



**Weekly Question:** How can computer files and folders help us stay organized?

**Suggested In-class Extension Activity:** Files & Folders Sorting Activity

**Standards:** ISTE 1.1.b, 1.1.d, 1.2.d

<b>Vocabulary</b>	
<b>File</b>	<i>an object on a computer that stores information</i>
<b>Folder</b>	<i>a storage space where files and other folders can be kept and organized</i>
<b>Hard drive</b>	<i>the main drive of a computer where files and folders are stored</i>
<b>Drive</b>	<i>a storage device that can store files and folders</i>
<b>File management</b>	<i>a system of organizing files and folders on a computer</i>
<b>File extension</b>	<i>letters after the period in a file name which tell the computer what kind of file it is</i>

**Weekly Question:** How can we create different kinds of files for school assignments and for fun?

**Suggested In-class Extension Activity:** Think, Pair, Share: Have students generate lists of things they have already done or would like to do using at least three of the Google for Education programs. Then, have students share their ideas with the class.

**Standards:** ISTE 1.1.d, 1.6.a

<b>Vocabulary</b>	
<b>Classroom</b>	<i>a free online program for schools offered by Google that lets teachers assign and grade assignments</i>
<b>Docs</b>	<i>a free online word processor offered by Google</i>
<b>Gmail</b>	<i>a free email service offered by Google</i>
<b>Google Drive</b>	<i>a free online file storage program developed by Google</i>
<b>Google for Education</b>	<i>an integrated suite of secure, cloud-native collaboration and productivity apps</i>
<b>Slides</b>	<i>a free online presentation program offered by Google</i>

**Weekly Question:** How can formatting help us with assignments and projects?

**Suggested In-class Extension Activity:** Have students use the information from the video and reading to create a pamphlet, either about something they are learning in class or about a personal interest. Students may work in pairs or groups. Print a copy of each pamphlet when they are done so students may share.

**Standards:** ISTE 1.4.b

<b>Vocabulary</b>	
<b>Bold</b>	<i>thicker lettering</i>
<b>Document</b>	<i>a computer file containing data entered by a user</i>
<b>Word processing</b>	<i>the use of computers, software, and printers to get data into printed form</i>
<b>Text</b>	<i>letters and words</i>
<b>Italicize</b>	<i>to make lettering slanted or tilted</i>
<b>Highlight</b>	<i>to mark something with a bright color</i>
<b>Format</b>	<i>general plan of organization and arrangement</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 drawing of something they like to do outdoors. It may be abstract or representational. Ask them to use at least 5 of the techniques in the video/reading. Optional: ask them to write a step-by-step tutorial for creating their drawing.

**Standards:** ISTE 1.4.b

<b>Vocabulary</b>	
<b>Transparency</b>	<i>the quality that makes it possible to see through something</i>
<b>Align</b>	<i>to arrange things so that they form a line or are in proper position</i>
<b>Hue</b>	<i>a specific color</i>
<b>Distribute</b>	<i>to spread or place (something) over an area</i>
<b>Group</b>	<i>in software programs, to associate objects in order to edit them together</i>
<b>Insert</b>	<i>to put in</i>
<b>Resize</b>	<i>to change the size</i>
<b>Highlight</b>	<i>to mark something with a bright color</i>

**Weekly Question:** How can we create a simple but effective presentation?

**Suggested In-class Extension Activity:** In groups or pairs, students create a presentation in Google Slides about something they are learning in class or something of personal interest. Ask them to think about what they actually show on the slides vs. what they will say as they present. Optional: ask them to write a step-by-step tutorial for creating their presentation in Google Slides.

**Standards:** ISTE 1.4.b

<b>Vocabulary</b>	
<b>Software</b>	<i>the files, programs, and applications on a computer</i>
<b>Text box</b>	<i>a section of a page that allows a user to enter text</i>
<b>Insert</b>	<i>to put in</i>
<b>Upload</b>	<i>to send information from a smaller computer to a larger computer or computer network</i>
<b>Slide</b>	<i>a single page of a presentation</i>
<b>Cursor</b>	<i>a movable marker on a computer screen that shows where to click on an icon or where letters can be typed in</i>

**Weekly Question:** How can we create and use spreadsheets?

**Suggested In-class Extension Activity:** Ask students to design a 1-question survey to ask their classmates: for example, everyone's favorite vegetable or ice cream flavor. Once they have collected their data, have them create a simple spreadsheet in Google Sheets and practice filtering their data in different ways.

**Standards:** ISTE 1.4.b

<b>Vocabulary</b>	
<b>Cell</b>	<i>a rectangular space where a column and a row intersect</i>
<b>Column</b>	<i>a group of printed or written items (such as numbers or words) shown one under the other down a page</i>
<b>Row</b>	<i>a line of words, numbers, pictures, etc. going straight across</i>
<b>Header</b>	<i>text at the top of each page of a document</i>
<b>Sort</b>	<i>arrange data in alphabetical or numerical order, such as in a spreadsheet</i>
<b>Filter</b>	<i>choose to see only certain rows in a spreadsheet</i>
<b>Criteria</b>	<i>something used as a reason for making a decision</i>

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

**Suggested In-class Extension Activity:** Instruct students to create a T-chart listing the pros and cons of using the internet. Afterwards, ask students to share and compare ideas.

**Standards:** ISTE 1.1.c, 1.1.d, 1.2.c, 1.3.a, 1.5.d

<b>Vocabulary</b>	
<b>Internet</b>	<i>the global computer network providing information and communication</i>
<b>Website</b>	<i>a page that is on the World Wide Web; a webpage</i>
<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>

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

**Suggested In-class Extension Activity:** Have students use the Define or Draw Vocab Template for at least 4 of the vocabulary words this week.

**Standards:** ISTE 1.1.c, 1.1.d, 1.3.a, 1.5.d

<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>HTTP</b>	<i>(HyperText Transfer Protocol) the way that information is arranged and sent on the World Wide Web</i>
<b>Server</b>	<i>a computer that is connected directly to the Internet</i>
<b>ISP</b>	<i>Internet Service Provider (ex. AT&amp;T, Comcast, Spectrum, Verizon)</i>
<b>Protocol</b>	<i>a set of rules used in programming computers so that they can communicate with each other</i>
<b>Client</b>	<i>a computer that connects to servers</i>



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

**Suggested In-class Extension Activity:** Sending an Email Template Activity

**Standards:** ISTE 1.1.a, 1.1.d, 1.6.a

<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>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 all</b>	<i>a response to the sender of an email and all others who were sent the original email</i>
<b>Forward</b>	<i>resending an email possibly to a different address, moving the email "forward"</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>Draft</b>	<i>an email that hasn't been sent yet</i>
<b>Carbon copy</b>	<i>(cc) additional email addresses an email is sent to</i>
<b>Email address</b>	<i>letters and numbers that identify where to send an electronic message over the internet</i>

**Weekly Question:** How can we use the internet to find information?

**Suggested In-class Extension Activity:** Internet Scavenger Hunt:

1. Have students use search engines to find different bits of information. For example, see if they can find Abraham Lincoln's birth date, where he was born, how old he was when he died, and one of his famous sayings. Next, ask your students to find different types of information about him using the image, video and news tabs.
2. Optional: Students may also try using multiple search engines and compare the results. The differences are particularly noticeable for image searches.

**Standards:** ISTE 1.1.b, 1.1.d, 1.3.a, 1.3.b, 1.3.c, 1.3.d

<b>Vocabulary</b>	
<b>Search engine</b>	<i>a computer program that is used to look for information on the Internet</i>
<b>Ad</b>	<i>short for advertisement; a notice of something for sale</i>
<b>Browser</b>	<i>a program that lets you visit websites on the World Wide Web</i>
<b>Keyword</b>	<i>an important word for organizing information in an internet search</i>
<b>Link</b>	<i>words, images, or web addresses you can click to go to another web page</i>
<b>Filter</b>	<i>a barrier that allows wanted things to pass through but catches unwanted things so that they don't</i>

**Weekly Question:** How can we make sure that our research is reliable?

**Suggested In-class Extension Activity:** Using the Internet for HW and Research Activity

**Standards:** ISTE 1.3.b

### Vocabulary

<b>Accurate</b>	<i>having no mistakes or errors</i>
<b>URL</b>	<i>(Uniform Resource Locator) the address of a web page</i>
<b>Domain name</b>	<i>the address where Internet users can find websites and identify computers on the Internet</i>
<b>Source</b>	<i>the book, website, or place where your information originally came from</i>
<b>Citation</b>	<i>credit given to the person who came up with an idea</i>

**Weekly Question:** How can we avoid plagiarism?

**Suggested In-class Extension Activity:**

Show students a paragraph and ask them to paraphrase it. Have students share their answers, and highlight that there is no exact correct way to paraphrase a text. Then, have students practice writing a bibliography using the Creative Credit Bibliography Template.

**Standards:** ISTE 1.2.b, 1.2.c

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

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

**Suggested In-class Extension Activity:** Divide students into groups and instruct them to use a Website Evaluation Form to evaluate a website. Have them present the attributes of safe and unsafe websites afterwards as a class.

**Standards:** ISTE 1.2.b, 1.3.b

<b>Vocabulary</b>	
<b>Virus</b>	<i>a code added to a computer program that can attach itself to and seriously damage other programs</i>
<b>Ads</b>	<i>short for advertisements; notices of things for sale</i>
<b>Pop-up</b>	<i>a window that comes up suddenly on the computer screen</i>
<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>Personal information</b>	<i>recorded information about a person like name, email address, or phone number</i>
<b>Scam</b>	<i>a dishonest way to make money by deceiving people</i>

**Weekly Question:** How can we tell if information we find online is real or fake?

**Suggested In-class Extension Activity:** Break the class into groups. Assign each group one of the tips from the video/reading: Consider the Source, Read Beyond, Check the Author, Supporting Sources, Check your Biases, Ask the Experts. Have student groups create a poster about their assigned tip and present it to the class.

**Standards:** ISTE 1.3.a, 1.3.b, 1.3.c, 1.3.d

<b>Vocabulary</b>	
<b>Fake news</b>	<i>news or stories created to misinform or deceive readers on purpose</i>
<b>Credible</b>	<i>deserving of belief; trustworthy</i>
<b>Valid</b>	<i>based on truth, fact, or logic</i>
<b>Fact-check</b>	<i>investigate an issue in order to make sure the facts are true</i>
<b>Disinformation</b>	<i>false information that is intended to mislead</i>
<b>Consumer</b>	<i>a person or thing that uses something</i>
<b>Evaluate</b>	<i>to carefully judge the value or condition of something</i>
<b>Perspective</b>	<i>a way of thinking about and understanding something</i>
<b>Biases</b>	<i>already-formed opinions, that may not be fair, for or against someone or something</i>

**Weekly Question:** What is phishing?

**Suggested In-class Extension Activity:** Beware of Phishers Activity

**Standards:** ISTE 1.2.d

<b>Vocabulary</b>	
<b>Illegal</b>	<i>against the law or rules</i>
<b>Personal information</b>	<i>recorded information about a person like name, email address, or phone number</i>
<b>Computer virus</b>	<i>a harmful program that copies itself onto a computer and can break the computer by damaging its programs and files</i>
<b>Malware</b>	<i>computer software created to cause harm to a computer or computer network</i>
<b>Phishing</b>	<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>
<b>Malicious</b>	<i>intended to harm</i>
<b>Scam</b>	<i>a dishonest way to make money by deceiving people</i>
<b>Suspicious</b>	<i>causing questions or doubt</i>

**Weekly Question:** What are some ways that we can practice caution when shopping online?

**Suggested In-class Extension Activity:** Students create a T-chart highlighting the pros and cons of online shopping.

**Standards:** ISTE 1.2.d

<b>Vocabulary</b>	
<b>Advertiser</b>	<i>a person or company that presents something as good in order to win people's business or support</i>
<b>Rating</b>	<i>an evaluation of worth or rank</i>
<b>Moderation</b>	<i>not too much and not too little</i>
<b>Efficient</b>	<i>working in a way that gets results, without wasting time or effort</i>
<b>Deceptive</b>	<i>making someone believe something that is not true</i>
<b>Consumer</b>	<i>a person or thing that uses something</i>



**Weekly Question:** How do social media platforms make money?

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

1. If an investor gave you money to develop your own social media app, what kind of app would you create and why?
2. Create a logo and tagline for your new social media app.
3. Which companies would you want to partner with for advertisements? How would you decide how much to charge advertisers?

**Standards:** ISTE 1.5.d

<b>Vocabulary</b>	
<b>Premium subscription</b>	<i>an upgrade that you can add to your account for a fee to improve the services being offered and your experience as a user</i>
<b>Developer</b>	<i>a computer software engineer who builds and tests applications for computers and mobile phones</i>
<b>Investor</b>	<i>a person or company that invests or puts money into use for the purpose of making more money in the future</i>
<b>Advertiser</b>	<i>a person or company that presents something as good in order to win people's business or support</i>

**Weekly Question:** How and why do we create strong passwords?

**Suggested In-class Extension Activity:** Challenge students to make a modified acrostic poem using the word PASSWORD or STRONG PASSWORD, where each letter begins a strong password. Ask students to share the passwords they came up with, how they created them, and what makes them strong passwords.

**Standards:** ISTE 1.2.a

<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>Password</b>	<i>a secret word or phrase that must be used to gain access to a computer system or 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>

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

**Suggested In-class Extension Activity:** Creating Accounts.& Keeping them Safe Activity

**Standards:** ISTE 1.2.d

<b>Vocabulary</b>	
<b>Mindful</b>	<i>being attentive, aware, or careful</i>
<b>Account</b>	<i>an online presence or profile that you are usually required to create and register for such as email or social media platforms</i>
<b>Privacy</b>	<i>the state of being away from public attention</i>

**Weekly Question:** How can we practice good netiquette?

**Suggested In-class Extension Activity:** In groups, students create poster presentations about how to practice netiquette. Each group is responsible for presenting tips for practicing netiquette through one social medium: email, texting, instant messenger, social media, or other online forums.

**Standards:** ISTE 1.2.c

<b>Vocabulary</b>	
<b>Informal</b>	<i>having a friendly and relaxed quality</i>
<b>Netiquette</b>	<i>rules about proper and polite online communication</i>
<b>Capable</b>	<i>having the skill or power to do what is needed</i>
<b>Impression</b>	<i>a belief or a feeling that is created at the beginning of an experience</i>
<b>Formal</b>	<i>following accepted rules for doing something; proper</i>
<b>Guidelines</b>	<i>a general set of rules or course to be followed</i>
<b>Etiquette</b>	<i>rules for good behavior and manners</i>

**Weekly Question:** How can we decide what to share online?

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

1. What are the harmful effects of fake news? Have you or someone you know ever fallen for fake news?
2. Have you or someone you know ever been a victim of someone sharing unfavorable content about you on social media? How did that make you/them feel? How was the situation resolved or how could it have been resolved?

**Standards:** ISTE 1.2.a, 1.2.b, 1.2.c

<b>Vocabulary</b>	
<b>Necessary</b>	<i>absolutely needed</i>
<b>Benefit</b>	<i>an object, action, or sum of money that improves someone's life</i>
<b>Inspiring</b>	<i>influencing someone to do something by stirring the emotions</i>

**Weekly Question:** How is online communication different from offline communication?

**Suggested In-class Extension Activity:** Online Communities & Communication Activity

**Standards:** ISTE 1.2.b

<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>Community</b>	<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>
<b>Social media</b>	<i>websites and applications that let users create and share pictures, videos, texts, or ideas with one another</i>
<b>Communication</b>	<i>expressing your thoughts to someone else</i>

**Weekly Question:** How can we recognize and avoid using harmful language online?

**Suggested In-class Extension Activity:** Students work in small groups to create stereotype statements. You can ask them to write statements about young kids, smart kids, adults, teachers, doctors, etc. After they have generated their list of statements, students will discuss if the statements are fair. During the large group discussion, the teacher will lead students into a conversation about the dangers of generalization and help them to critically think about the fairness of their statements.

**Standards:** ISTE 1.2.a, 1.2.b, 1.2.c, 1.2.d, 1.3.b, 1.7.c

<b>Vocabulary</b>	
<b>Stereotype</b>	<i>an often unfair and untrue belief that many people have about all people or things with a particular characteristic</i>
<b>Anonymous</b>	<i>having an unknown name or identity</i>
<b>Unintentionally</b>	<i>done by accident</i>
<b>Netiquette</b>	<i>rules about proper and polite online communication</i>
<b>Microaggression</b>	<i>a statement or action that directly or unintentionally discriminates against a member of a minority group</i>
<b>Hate speech</b>	<i>making cruel, hostile, or negative statements about someone based on their race, religion, national origin, disability, age, gender, or sexual orientation</i>

**Weekly Question:** Why should we be considerate to others both online and offline?

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

- Pause before you respond
- Don't push back
- Rescue a friend
- Tell an adult

Have student groups create a poster about their assigned tip and present it to the class.

**Standards:** ISTE 1.2.a, 1.2.b

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



**Weekly Question:** How can we help prevent or stop cyberbullying?

**Suggested In-class Extension Activity:** Fill out the Vocab Graphic Organizer Template using the word “Cyberbully”.

**Standards:** ISTE 1.2.b

<b>Vocabulary</b>	
<b>Abusive</b>	<i>using harmful or unfair language</i>
<b>Cyberbully</b>	<i>a person who bullies or harasses another using electronic means</i>
<b>Bystander</b>	<i>anyone who witnesses bullying, either in person or online, but does nothing to stop it</i>
<b>Block</b>	<i>to prevent a person from contacting you or accessing your online profile</i>
<b>Report</b>	<i>flag or notify of inappropriate content on social media platforms</i>
<b>Harass</b>	<i>to trouble or bother again and again</i>

## Level 4 | 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 1.1.c, 1.2.c