

**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

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:** 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 2b

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

**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 1d, 2b

Vocabulary	
Private information	<i>identifying things specific to you like your photo, home address, email address, school, or phone number</i>
Malware	<i>computer software created to cause harm to a computer or computer network</i>
Virus	<i>a code added to a computer program that can attach itself to and seriously damage other programs</i>
Approve	<i>to consider good or right</i>
Hacker	<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 1c

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

**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 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>
Tracking service	<i>a service used to see people and objects on the move</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>

**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 1d, 3d, 7c

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

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

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

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

Vocabulary	
Spam	<i>junk email messages sent to a lot of people at once to try to sell something or harm people’s computers</i>
Inbox	<i>a list where incoming email messages are stored</i>
Subject	<i>a summary of what an email is about</i>
Reply all	<i>a response to the sender of an email and all others who were sent the original email</i>
Forward	<i>resending an email possibly to a different address, moving the email “forward”</i>
Reply	<i>a response to the sender of an email</i>
Attachment	<i>a computer file such as a document or image sent in an email</i>
Draft	<i>an email that hasn’t been sent yet</i>
Carbon copy	<i>(cc) additional email addresses an email is sent to</i>
Email address	<i>letters and numbers that identify where to send an electronic message over the internet</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 3b

Vocabulary	
Accurate	<i>having no mistakes or errors</i>
URL	<i>(Uniform Resource Locator) the address of a web page</i>
Domain name	<i>the address where Internet users can find websites and identify computers on the Internet</i>
Source	<i>the book, website, or place where your information originally came from</i>
Citation	<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 2b, 2c

Vocabulary	
Word-for-word	<i>in the exact same words</i>
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>
Paraphrase	<i>to express the same idea in different words</i>
Bibliography	<i>a list of all sources used</i>
Citing	<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 2b, 3b

Vocabulary	
Virus	<i>a code added to a computer program that can attach itself to and seriously damage other programs</i>
Ads	<i>short for advertisements; notices of things for sale</i>
Pop-up	<i>a window that comes up suddenly on the computer screen</i>
Spam	<i>junk email messages sent to a lot of people at once to try to sell something or harm people’s computers</i>
Personal information	<i>recorded information about a person like name, email address, or phone number</i>
Scam	<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 3a, 3b, 3c, 3d

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

**Weekly Question:** What is phishing?

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

**Standards:** ISTE 2d

Vocabulary	
Illegal	<i>against the law or rules</i>
Personal information	<i>recorded information about a person like name, email address, or phone number</i>
Computer 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>
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>
Malicious	<i>intended to harm</i>
Scam	<i>a dishonest way to make money by deceiving people</i>
Suspicious	<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 2d

Vocabulary	
Advertiser	<i>a person or company that presents something as good in order to win people’s business or support</i>
Rating	<i>an evaluation of worth or rank</i>
Moderation	<i>not too much and not too little</i>
Efficient	<i>working in a way that gets results, without wasting time or effort</i>
Deceptive	<i>making someone believe something that is not true</i>
Consumer	<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 5d

Vocabulary	
Premium subscription	<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>
Developer	<i>a computer software engineer who builds and tests applications for computers and mobile phones</i>
Investor	<i>a person or company that invests or puts money into use for the purpose of making more money in the future</i>
Advertiser	<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 2a

Vocabulary	
Log in	<i>sign on to a computer or account using a username and password</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>
Hacker	<i>someone who uses computers to get data they aren't allowed to have</i>
Random	<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 2d

Vocabulary	
Mindful	<i>being attentive, aware, or careful</i>
Account	<i>an online presence or profile that you are usually required to create and register for such as email or social media platforms</i>
Privacy	<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 2c

Vocabulary	
Informal	<i>having a friendly and relaxed quality</i>
Netiquette	<i>rules about proper and polite online communication</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>
Formal	<i>following accepted rules for doing something; proper</i>
Guidelines	<i>a general set of rules or course to be followed</i>
Etiquette	<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 2a, 2b, 2c

Vocabulary	
Necessary	<i>absolutely needed</i>
Benefit	<i>an object, action, or sum of money that improves someone’s life</i>
Inspiring	<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 2b

Vocabulary	
Emoji	<i>a small digital picture used to express an idea, emotion, etc., such as a smiley face</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, videos, texts, or ideas with one another</i>
Communication	<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 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>
Anonymous	<i>having an unknown name or identity</i>
Unintentionally	<i>done by accident</i>
Netiquette	<i>rules about proper and polite online communication</i>
Microaggression	<i>a statement or action that directly or unintentionally discriminates against a member of a minority group</i>
Hate speech	<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 2a, 2b

Vocabulary	
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>
Considerate	<i>careful not to harm or inconvenience others</i>
Inconsiderate	<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 2b

Vocabulary	
Abusive	<i>using harmful or unfair language</i>
Cyberbully	<i>a person who bullies or harasses another using electronic means</i>
Bystander	<i>anyone who witnesses bullying, either in person or online, but does nothing to stop it</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>
Harass	<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 1c, 2c