

### 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:** Think, Pair, Share: Imagine that you have to explain how to be a good digital citizen to a neighbor or family member who is a few years younger than you. What are the most important things you would tell them? How would you explain why those things are important so that they can understand? Have students act out, explain, or write their responses.

**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>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>
<b>Citizen</b>	<i>a person who lives in a certain place and belongs to that community</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>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>
<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 do computers 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.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>Circuit</b>	<i>the path on which electricity flows</i>
<b>Binary</b>	<i>a coding system using the binary digits 0 and 1 to represent a letter, digit, or other character in a computer or other electronic device</i>
<b>Operating system</b>	<i>a set of instructions that manages all of the hardware and software in a computer</i>
<b>Component</b>	<i>a part or an element of a larger whole</i>
<b>Data</b>	<i>the information that computers work with, like pictures, numbers, words, or sounds</i>
<b>CPU</b>	<i>(Central Processing Unit) the brain of the computer</i>
<b>BIOS</b>	<i>(Basic Input Output System) a set of computer instructions which control input and output operations</i>
<b>Pixel</b>	<i>a very small area that lights up on a screen</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:** Put students into groups and instruct them to design their own social media passion project using the following steps:

1. Identify a cause that they are passionate about.
2. Choose a social media platform to launch the project.
3. Think about the kind of audience(s) they would like to attract and engage.
4. Write down specific ways that followers can support their project.
5. Research and collect sources and information about the cause.
6. Develop creative ways to share research with their online audience.

**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>Blog</b>	<i>short for "web log", an online journal that can be read by anyone</i>
<b>Digital footprint</b>	<i>all of the information on the internet about you</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>Touchpad</b>	<i>part of a computer that lets you move the 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:** Using the information from the History of Computers video and reading, ask students to create a timeline of events in the history of computers, including dates and relevant details.

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<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>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>
<b>UI</b>	<i>(User Interface) a way for a user to interact with the computer using a screen</i>
<b>Graphic</b>	<i>pictures or images on the screen of a computer, television, etc.</i>
<b>Vacuum tube</b>	<i>a tube containing absolutely nothing, not even air, that allows the free passage of electricity</i>



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

**Suggested In-class Extension Activity:** A Great Debate: Randomly assign half the class to be for tracking services and the other half to be against tracking services. Allow some time for groups to discuss how companies' use of digital footprints is helpful or harmful and then hold a class debate. You or a student may keep track of points made by each side on a board or anchor chart. After the debate, ask students to discuss their own genuine opinions about this issue.

**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:** Have students brainstorm internal and external parts of a computer 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.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>Expansion card</b>	<i>a way to improve or upgrade certain parts of 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>

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

**Suggested In-class Extension Activity:** Think, Pair, Share: Challenge students to name as many pieces of software as they can that they use regularly. What do those pieces of software do? What hardware components do you think they need?

**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:** Put students together in small groups. Ask each group to brainstorm 1-minute, 5-minute, and 15-minute 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 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:** Have students use the Define or Draw Vocab Template for at least 4 of the vocabulary words this week.

**Standards:** ISTE 1.1.d

<b>Vocabulary</b>	
<b>Operating system</b>	<i>a set of instructions that manages all of the hardware and software in a computer</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>
<b>Desktop</b>	<i>home screen or first landing page with icons and a menu bar</i>
<b>Process manager</b>	<i>part of operating system that keeps track of the status of each project the computer is working on</i>
<b>Memory manager</b>	<i>gives memory space to programs that need it and frees up space when it can</i>
<b>Device manager</b>	<i>monitors every device to find the most efficient way to distribute resources</i>

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

**Suggested In-class Extension Activity:** Use the Venn Diagram Template to have students compare “Hard Disk Drives” and “Solid State Drives”.

**Standards:** ISTE 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>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>
<b>Kilobyte</b>	<i>a unit of computer information equal to about 1,000 bytes</i>
<b>Megabyte</b>	<i>a unit of computer information equal to about 1,000 kilobytes</i>
<b>Gigabyte</b>	<i>a unit of computer information equal to about 1,000 megabytes</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>Refresh</b>	<i>start over; reload</i>

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

**Suggested In-class Extension Activity:** Files and 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 extension</b>	<i>letters after the period in a file name which tell the computer what kind of file it is</i>
<b>Directory</b>	<i>a place on the computer or network where files and folders are stored</i>
<b>File structure</b>	<i>the way that files and folders are organized on a computer</i>
<b>Subfolder</b>	<i>a folder within another folder</i>
<b>Underscore</b>	<i>a symbol on the keyboard to create visual spacing between characters which looks like underlining where there isn't any text</i>



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

**Suggested In-class Extension Activity:** Ask students to create a T-chart to brainstorm pros and cons of using certain Google for Education programs. What can they do about any of the cons they come up with? Is there another program they can use or an offline solution?

**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>
<b>Google Calendar</b>	<i>a free online, shareable calendar developed by Google</i>

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

**Suggested In-class Extension Activity:** In groups, pairs, or individually, have students browse the templates in Google Docs and choose one that interests them to try out. They can write about something they are learning in class, or another topic they are interested in. Have students share their finished documents.

**Standards:** ISTE 1.4.b

<b>Vocabulary</b>	
<b>Document</b>	<i>a computer file containing data entered by a user</i>
<b>Highlight</b>	<i>to cause (something, such as text or an icon) to be displayed in a way that stands out on an electronic screen</i>
<b>Text</b>	<i>letters and words</i>
<b>Collaborate</b>	<i>to work with another person or group to achieve something</i>
<b>Format</b>	<i>general plan of organization and arrangement</i>
<b>Consistent</b>	<i>always in the same way</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 extreme weather conditions. 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>Toolbar</b>	<i>a row of icons on a computer screen that allow you to do various things when you are using a particular program</i>
<b>Highlight</b>	<i>to cause (something, such as text or an icon) to be displayed in a way that stands out on an electronic screen</i>
<b>Menu bar</b>	<i>a row of menu titles that, when clicked, show dropdown menus of other items or commands</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>Transparency</b>	<i>the quality that makes it possible to see through something</i>
<b>Hue</b>	<i>a specific color</i>
<b>Align</b>	<i>to arrange things so that they form a line or are in proper position</i>
<b>Resize</b>	<i>to change the size</i>
<b>Arrange</b>	<i>to move and organize (things) into a particular order or position</i>
<b>Group</b>	<i>in software programs, to associate objects in order to edit them together</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. Ask students to provide thoughtful critique for each other's presentations. 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>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>Slide</b>	<i>a single page of a presentation</i>
<b>Reinforce</b>	<i>to support or emphasize an idea</i>

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

**Suggested In-class Extension Activity:** Ask students to design a short survey to give their classmates. Questions should have numerical answers, such as surveying how many pets everyone has. Once they have collected their data, students create a simple spreadsheet and practice filtering their data, applying formulas, and formatting to showcase their data. Ask students to share something interesting or surprising that their data set shows.

**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>Formula</b>	<i>in spreadsheet software, an equation that makes calculations based on the data in your spreadsheet</i>
<b>Filter</b>	<i>choose to see only certain rows in a spreadsheet</i>
<b>Spreadsheet</b>	<i>a document that has columns and rows which are used to calculate numbers and organize information</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 Compare and Contrast Template to compare “URLs” and “IP Addresses”.

**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>
<b>IP</b>	<i>Internet Protocol (as in IP address)</i>
<b>DNS</b>	<i>(Domain Name System) the way a domain name is translated into an IP address</i>
<b>URL</b>	<i>(Uniform Resource Locator) the address of a web page</i>

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

**Suggested In-class Extension Activity:** Have students use the Venn Diagram Template to compare “Email” and “Text Messaging”.

**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:** What is cloud computing?

**Suggested In-class Extension Activity:** Have students fill out the Vocab Graphic Organizer Template using the term “Cloud Computing”.

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

<b>Vocabulary</b>	
<b>Service</b>	<i>an organization, company, or system that provides something to the public</i>
<b>Network map</b>	<i>a diagram of all the components of a computer network or the internet</i>
<b>Cloud computing</b>	<i>using applications or services at least partly based online</i>

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

**Suggested In-class Extension Activity:** Have students use printed materials at the school library or local library to research information about a topic that interests them. Then, ask them to do research online about the same subject. Discuss how the information they found and the research process differed when using printed materials versus using the internet.

**Standards:** ISTE 1.3.b

<b>Vocabulary</b>	
<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:** Creative Credit Is This Plagiarism? Activity

**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. Optional: Ask your students to try the website safety tool located at <https://scanurl.net>.

**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:** Think, pair, share: Have you or someone you know ever fallen for fake news? How did the truth come out? What can you do to prevent this from happening in the future?

**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:** How can we think critically about data presentations?

**Suggested In-class Extension Activity:** Ask students to experiment with graphing software (such as Google Sheets) to explore how changing the parts of a graph affects the results. Ask them to try changing the interval in a bar or line graph, choosing to start a bar or line graph at zero or another value, or changing the multiple represented by a single pictograph symbol. Example scenario: Provide students with fictitious test scores. Have students display the data to appear more beneficial to students, and then less beneficial. How did they manipulate the presentation for each situation?

**Standards:** ISTE 1.3.b

<b>Vocabulary</b>	
<b>Critical thinking</b>	<i>analysis and evaluation of facts and evidence to form a judgment without bias</i>
<b>Data</b>	<i>the information that computers work with, like pictures, numbers, words, or sounds</i>
<b>Trend</b>	<i>a general course, direction, or tendency</i>
<b>Distort</b>	<i>to change the natural, normal, or original shape, appearance, or sound of something, sometimes in a way that is not pleasant or attractive</i>
<b>Relevant</b>	<i>relating to a subject in an appropriate way</i>
<b>Manipulate</b>	<i>to tamper with or adjust to one's own advantage</i>

**Weekly Question:** What is phishing?

**Suggested In-class Extension Activity:** Using the tips from the Beware of Phishers video/reading, have student groups plan and write a public service announcement video about phishing. Afterward, they may act it out, or record it and play it for the class.

**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:** Have students create a list of products that they would like to purchase online. Ask them to compare prices, ratings, and reviews of each product using three different online stores. Have them discuss their findings in small groups and then report to the class. Focus on any surprise findings and the ways in which this process of finding information can be helpful.

**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: Imagine a good friend of yours starts following an influencer online and can't stop talking about how great they are and how they are going to buy some of the expensive things the influencer promotes. How would you respond to your friend? What are some things you would caution them about?

**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:** Are These Strong Passwords Handout

**Standards:** ISTE 1.2.a

### Vocabulary

<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:** Have students analyze the privacy pages of at least two sites where they have an account or would like to have an account, such as a social media platform, email, or gaming site. Discuss which features they think would be most helpful in keeping them safe.

**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:** Have students use the Venn Diagram Template to compare “Etiquette” and “Netiquette”.

**Standards:** ISTE 1.2.c

<b>Vocabulary</b>	
<b>Etiquette</b>	<i>rules for good behavior and manners</i>
<b>Netiquette</b>	<i>rules about proper and polite online communication</i>
<b>Guidelines</b>	<i>a general set of rules or course to be followed</i>

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

**Suggested In-class Extension Activity:** T.H.I.N.K. Before You Share Activity

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

### Vocabulary

**Necessary**

*absolutely needed*

**Benefit**

*an object, action, or sum of money that improves someone's life*

**Inspiring**

*influencing someone to do something by stirring the emotions*

**Weekly Question:** How can good posture keep us feeling happy and healthy?

**Suggested In-class Extension Activity:** Have students sit across from each other and pretend as though they are in a fancy restaurant. Remind them to be mindful of sitting straight, having their feet flat on the floor, and looking across the “table” at their companion.

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

<b>Vocabulary</b>	
<b>Posture</b>	<i>the way in which your body is positioned when you are sitting or standing</i>
<b>Concentration</b>	<i>the ability to give your attention or thought to a single activity</i>
<b>Healthy</b>	<i>to float in the air above something</i>

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

**Suggested In-class Extension Activity:** Divide the class in half. Ask one half to brainstorm situations where they feel in-person communication would be better, and the other half to brainstorm situations where online communication would be better. Bring both groups back together to discuss their ideas. Do they all agree on which situations would be better in-person or online? What was the reasoning behind categorizing the situations? Are there any situations that overlapped between the two groups?

**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:** Think, Pair, Share: In what ways can words and symbols project hate? Why can hateful words be just as hurtful as physical violence? If you think you've offended someone, how should you handle it?

**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:** Use the Vocab Graphic Organizer Template for the word “Considerate”.

**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:** Have students work in groups to create a presentation that discusses the harmful effects of cyberbullying and ways to respond. Students can decide on their preferred method of delivery: documentary/video, poster, skit, music, dance, interviews, etc. Accuracy and creativity are key components of this activity. Groups will present their final projects to their teacher and classmates once completed.

**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 5 | 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