

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: 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 2b

| Vocabulary | |
|------------------|---|
| Critical thinker | someone who analyzes and evaluates facts and evidence to form a judgment |
| 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 |
| Citizen | a person who lives in a certain place and belongs to that community |

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

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 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 |
| Blog | short for “web log”, an online journal that can be read by anyone |
| Digital footprint | all of the information on the internet about you |

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 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: 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 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: Have students use the Venn Diagram Template to compare “Email” and “Text Messaging”.

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: 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 1c, 1d, 2c, 3a, 5d

| Vocabulary | |
|-----------------|--|
| Service | <i>an organization, company, or system that provides something to the public</i> |
| Network map | <i>a diagram of all the components of a computer network or the internet</i> |
| Cloud computing | <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 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: Creative Credit Is This Plagiarism? Activity

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

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: 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 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: 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 3b

| Vocabulary | |
|-------------------|---|
| Critical thinking | <i>analysis and evaluation of facts and evidence to form a judgment without bias</i> |
| Data | <i>the information that computers work with, like pictures, numbers, words, or sounds</i> |
| Trend | <i>a general course, direction, or tendency</i> |
| Distort | <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> |
| Relevant | <i>relating to a subject in an appropriate way</i> |
| Manipulate | <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 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: 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 2d

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

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 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: Are These Strong Passwords Handout

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

Standards: ISTE 2c

| Vocabulary | |
|------------|---|
| Etiquette | <i>rules for good behavior and manners</i> |
| Netiquette | <i>rules about proper and polite online communication</i> |
| Guidelines | <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 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 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 1c, 1d, 2c, 3a, 5d

| Vocabulary | |
|---------------|--|
| Posture | <i>the way in which your body is positioned when you are sitting or standing</i> |
| Concentration | <i>the ability to give your attention or thought to a single activity</i> |
| Healthy | <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 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: 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 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: Use the Vocab Graphic Organizer Template for the word “Considerate”.

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: 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 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 5 | Digital Citizenship | Course Conclusion

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