

TECHNOLOGY-10

ESSENTIAL UNIT 2 (E02)

(Digital Citizenship)

(July 2017)

Unit Statement: The student will continue learning about the school's acceptable use policy. The main focus of the unit is on how the student can avoid a variety of risks and pitfalls that are present in the online environment.

Essential Outcomes: (must be assessed for mastery)

1. **The Student Will** explain the applicable parts of the school's acceptable use policy.
2. **TSW** explain the concept of community and its application to the internet.
3. **TSW** describe ways the internet can be used to have positive and negative impact on community.
4. **TSW** describe the safety and security risks associated with online gaming.
5. **TSW** recognize and describe the risks of online spending.
6. **TSW** explain methods to avoid online predators.

Suggested Materials/ Software:

- Internet Browser Software
- Library WebPath Express
- I-Safe subscription

QSI has elected to use [the i-Safe curriculum](#) as an integral part of teaching digital citizenship. It is available for all students. It is strongly recommended that teachers become familiar with the curriculum, and take the self-study course before attempting to teach this unit.

List of useful books for the class reading, discussion and worksheet activities:

- Internet Literacy, Grade 3-5, by Heather Wolpert-Gawron
- Computer and Internet Dictionary for ages 9 to 99 by Berry, Charles
- Computer activities through the year, Grades 4-8, by Gimotty, Susan

Suggested Websites:

[21st Century Tools](#)

iCyte Resources

www.isafe.org - Online safety lesson plans and activities (K-12)

<http://techterms.com/> - Definition search of the technology vocabulary

<http://kidscomputerlessons.blogspot.com/> - Lesson plans and interesting activities (K-12)

<https://www.commoncraft.com/videolist> - Explanatory videos of a variety of Technology

terms

<http://www.gcflearnfree.org/topics/> - Free tutorials

Suggested Activities, Assessment Tools and Strategies:

(TSW 1) - Hold a class discussion on importance of having AUP in the school. Let students read and explain each point from the AUP (the teacher can distribute the copies of the AUP or use a projector). Ask students to sign it in the class and take it home to let parents sign it. As a homework each student needs to explain their parents what AUP is and why they also need to sign it (what consequences for students and for parents are outlined in the school AUP).

Students can create a True or False worksheet for their parents (their classmates) using the AUP copy, conduct the quiz and then check it themselves.

(TSW 2) - In exploring community, and the risks associated with it, consider having the class write an ABC book where communication is enhanced by technological enhancements. For ideas, see this [ReadWriteThink lesson](#).

(TSW 3) - Divide a class into two groups and hold a debate: Internet impact on community: Positive or negative. Let each group to prepare their speeches with examples of impacts. Create a T-chart with students findings and post both positive and negative impacts on it.

Students can create a poster with their own “online community” in a map format (sites they visit, things they like to do, road signs or other creative labels with “internet” vocabulary (positive and negative aspects), responsibilities, rights, dangers and etc.).

(TSW 4) - Let students take an Online game addiction test (Sample site for the test: <http://www.optenetpc.com/blog/internet-addiction/game-addiction-test/>). Without sharing results let them brainstorm reasons of the time spending playing games, effects it has on their real life (family, friends and school). After sharing ideas, students can create brochures with risks and safety tips for online gaming.

(TSW 5) - Each student can choose one of the online dangers (virus, addiction, inappropriate websites, Identity theft, spam, plagiarism, cyberbullying, predator, etc) and create a “Wanted” poster by drawing and giving their danger-characters nicknames and with the following information: Identity (definition and real term), Committed crimes (explanation why it is dangerous), Tips to disarm (safety tips). Once each poster is done, the teacher can create a Wanted board.

(TSW 6) - There are several videos on Predator topic on the I-safe site. Here is an example video that demonstrates importance of protecting personal information online as one of the safety tips from online predators: https://www.youtube.com/watch?v=_o8auwnJtqE

Students can create brochures, posters or similar to define the safety tips for online predators.

There are fantastic sites to help students create posters with “pop.” Consider these resources: [Aviary](#), [Dumpr - Photo Fun](#), [Motivator: Create your own motivational posters!](#), [Magazine Cover: Be a superstar!](#), [Block Posters - Create large wall posters from any image for free!](#), and [FlockDraw](#).

ASSESSMENT RUBRIC FOUND ON FOLLOWING PAGE.....

Assessment Rubric – E02 – Digital Citizenship

Student Name: _____ **Date:** _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)

To receive an ‘A’, the student must show ‘A’ level mastery on 4 of 6 available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level Mastery	‘B’ Level Mastery	‘P’ Comments
1. The Student Will explain the applicable parts of the school's acceptable use policy.	Student is able to use critical thinking skills to categorize and prioritize the relevant parts of the school’s AUP.	Student can explain the applicable parts of the AUP.	
2. TSW explain the concept of community and its application to the internet.	Student can explain why safety rules should be followed, recognizing that following rules impacts not just their personal safety, but the lives of those around them.	Students can explain why safety rules should be followed, and the consequences that might stem from not following them.	
3. TSW describe ways the internet can be used to have positive and negative impact on community.	The student can evaluate the positive and negative impacts the internet can have on a community.	The student can describe ways the internet can be used to have a positive or negative impact on the community.	
4. TSW describe the safety and security risks associated with online gaming.	The student can generate solutions to the safety and security risks associated with online gaming.	The student can describe the safety and security risks associated with online gaming.	
5. TSW recognize and describe the risks of online spending.	The student can evaluate the risks of online spending.	The student can recognize and describe the risks of online spending.	
6. TSW explain methods to avoid online predators.		The student can explain methods to avoid online predators.	