Unit 1a-Tech: Cyber Safety & Cyber Security

Content Area: **Technology**
Course(s): **Technology 4**
Time Period: **Marking Period 1**
Length: **MP1; once a week**
Status: **Published**

Essential Questions

- What are an individual's responsibilities for using technology?
- What constitutes misuse of technology and and how can it best be prevented?

Big Ideas

- Technology use can have positive or negative impact on both users and those affected by their use.
- Advocate and practice safe, legal and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).
- Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.

Cross-Curricular Integration

English Language Arts

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when

discussing animal preservation).

Social Studies

- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Physical Education and Comprehensive Health

- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Career Readiness, Life Literacies and Key Skills Integration

Performance Expectations

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Practices

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Enduring Understandings

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. **[R]**
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Activities and Assessments

- Practice appropriate online behavior and understand the consequences of inappropriate behavior related to cyber safety and cyber security.
- Take an Online Safety Quiz to show that you know how to be a safe Internet surfer. Write a letter to a friend and share what you learned with them.: http://www.safekids.com/quiz
- How cybersmart are you? Take a Cybersafety quiz; you are guided through 11 questions and you need to make a decision about what you would do.: http://www.cybersmart.gov.au/kids.aspx
- Watch videos, play some games, and try the interactive comic (YOU control the story). Students blog and share their opinions on topics like cyberbullying and online privacy.: http://www.nsteens.org
- Are you smart and safe online? Take the challenge to find out!: http://www.nsteens.org/Quizzes/NSTeensChallenge
- Watch a video on how to handle Cyberbullying: http://kids.ikeepsafe.org
- Watch a video on why it's so important to follow the rules for online safety: http://kids.ikeepsafe.org
- Play Internet Safety Hangman: http://www.quia.com/hm/40647.html

Additional Resources

- Why Do Kids Bully? | Spot On Science: https://ny.pbslearningmedia.org/resource/why-do-kids-bully-video/wviz-spot-on-science/ **(SEL)**

- Pumpkin Head, Common Lit: https://www.commonlit.org/en/texts/pumpkin-head **(SEL)**

- Cyber-Bullying, PBSLearning: https://ny.pbslearningmedia.org/resource/7d4b3ee9-0856-48f7-85ca-6503140cc22b/7d4b3ee9-0856-48f7-85ca-6503140cc22b/ **(SEL)**

- Online “Friends”, PBSLearning: https://ny.pbslearningmedia.org/resource/a5962d01-7b1c-4d97-a880-22e1576f55b7/a5962d01-7b1c-4d97-a880-22e1576f55b7/ **(SEL)**

- Cyber bullying text set, NewsELA: https://newsela.com/subject/other/2000450526 **(Holocaust Law)**

- Posting Pictures Online, PBSLearning Media: https://ny.pbslearningmedia.org/resource/d30e5d30-2702-4e14-b39a-88f79a1f311f/d30e5d30-2702-4e14-b39a-88f79a1f311f/