

04-Internet Safety and Netiquette

Content Area: **Library/Media**
Course(s):
Time Period: **Marking Period**
Length: **5 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students in grades 3-5 will develop information literacy skills including appreciation for diverse literature, information/nonfiction texts, and digital literacy skills. Students learn how to use the library, its resources, and to develop the aptitude necessary to conduct research. They develop and build competencies in using print and digital resources empowering them to become life-long readers, critical thinkers, and effective users of ideas and information. The Stonybrook Library Media Center provides the opportunity for students to to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- The internet is full of information, but some is biased and inaccurate.
- There are rules to follow to stay safe online.
- Not following these rules can lead to corrupt files on your computer, social faux pas, misunderstandings and even criminal activity.
- If you are uncomfortable with something you see online, you need to turn to a trusted adult.

Essential Questions:

- What are the rules for staying safe online?
- What do I do if I see something I am uncomfortable with online?
- What is phishing?
- What is Digital Etiquette?
- What is Cyberbullying?
- What is hacking?
- What is malware?
- How do I keep my digital information private?

CONTENT AREA STANDARDS

TECH.K-12.1.2.a	cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.2.d	manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
TECH.K-12.1.3.d	build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
CS.3-5.8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
CS.3-5.8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

Digital identities must be managed in order to create a positive digital footprint.

A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.

Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Digital tools have positively and negatively changed the way people interact socially.

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).

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

Societal needs and wants determine which new tools are developed to address real-world problems.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- There is a need for following safe, legal and ethical behavior online
- Digital identities follow users forever
- When gathering relevant information, you must also give credit to the source it comes from
- Digital tools and passwords maintain digital security

Procedural Knowledge

Students will be able to:

- model safe, legal and ethical behavior online
- prepare for and participate effectively in a range of conversations
- use technology to communicate and produce effective artifacts to interact and collaborate with others
- explain how posting online can have positive and negative effects
- compare and contrast how digital tools have changed social interactions
- gather relevant information and give credit to its source
- distinguish between fair use and copyright protected materials

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- exit tickets
- participation and observation
- peer discussions

Summative Assessments

- Quizzes
- Posters
- Online discussions
- Presentations
- Nearpod assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

Brainpop: [Digital Citizenship Unit](#) (Password required)

Commonsense Media: [Digital Citizenship](#)

Google's [Be Internet Awesome](#)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts:

- Language Acquisition

Technology/Multimedia:

- Audio/Visual media analysis
- Media Literacy
- Educational tech applications

Visual Performing Arts:

- Electronic media

Career Readiness:

- Employ valid and reliable research strategies
- Use technology to enhance productivity
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Other examples include:

- written directions
- wait time
- additional time for tasks
- verbal responses
- illustrations