

Grade 4: Web Literacy/Online Communication

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access digital tools by using hardware and navigating software. - Students will demonstrate the ability to create documents in order to effectively communicate ideas. - Students will demonstrate the ability to use the internet to safely and effectively navigate, learn, communicate, and collaborate. <u>Content Standards:</u> - ISTE.1.CI. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. - ISTE.2.CC. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. - ISTE.4.CT. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. - ISTE.5.DC. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. - ISTE.6.TOC. Demonstrate a sound understanding of technology concepts, systems, and operations.	Transfer	
	<i>Students will be able to independently use their learning to conduct themselves appropriately and safely in a digital world.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - open communication with responsible adults and reporting illegal activities and communications is essential for safe internet use. - cyberbullying can have very harmful effects. - communication and participation in shared spaces is expected to be respectful and productive.	ESSENTIAL QUESTIONS - Does technology change thinking? - Is the internet safe?
	Acquisition	
	<i>Students will know...</i> - that cyberbullying is unacceptable and should be reported to a responsible adult. - that having empathy for those who have been cyberbullied is essential to ending and repairing the effects of harmful conduct. - that if they see something online that is inappropriate or makes them feel worried or uncomfortable, they should turn off the monitor and notify a parent or teacher immediately. - the importance of open communication with responsible adults. - that no one can tell them to keep secrets from their parents, and if they do tell them to keep secrets from their parents, to tell their parents immediately. - the importance of always reporting illegal activities and communications on the Internet to a parent or teacher based on their ongoing expertise.	<i>Students will be skilled at...</i> - avoiding harmful online content, participation, and activities based on their ongoing expertise. - knowing when it is important to communicate with their parent or teacher based on ongoing expertise. - reviewing content before sending messages to make sure it is something of which their parents and teachers would approve based on ongoing expertise. - keeping account data safe by managing their passwords and personal information based on ongoing expertise. - identifying a cyberbully as someone that repeatedly uses technology to hurt another person, individually or as part of a group based on ongoing expertise. - creating and managing strong passwords with letters and numbers based on ongoing expertise.

	● that when technology makes it possible for people to communicate without seeing the other person's face or hearing a voice, it is hard to know how that person is feeling based on their ongoing expertise. ● that they should always think about how someone will feel before they say or write something based on ongoing expertise. ● that when they are mad, they should stop and wait until they are not mad before they write something based on ongoing expertise. ● that if someone writes them a message that is meant to make them feel bad, they should show it to a teacher or parent, and not reply based on ongoing expertise. ● anything sent using technology could be made visible to everyone in the world and could even be used to hurt them at any time now or in the future. ● that a cyberbully is someone that repeatedly uses technology to hurt another person, individually or as part of a group. ● that empathy is important for living and working with others. ● based on their ongoing expertise why it is important to act when they know someone else is being cyberbullied ● that there are consequences of cyberbullying at the varying levels. ● based on their ongoing expertise that using an alias or avatar does not absolve the user of responsibility for online activities. <u>vocabulary:</u> cyberbully, empathy, internet, forum, blog, netiquette, social network, social media, navigate, flagging, flaming , podcast	● recognizing venues for collaboration and communication based on ongoing expertise. ● avoiding, blocking, and handling instances of cyberbullying based on ongoing expertise. ● flagging inappropriate content to make sure the site provider knows what the poster is doing. ● identifying harmful activities such as harassment, impersonation, intimidation, isolation, stalking, creating, or spreading false rumors, extortion, name calling, tricking or terrorizing. ● avoiding imposters and trolls in forums. ● supporting classmates who are being bullied ● stopping friends who engage in cyberbullying activities. ● developing, implementing, and communicating new ideas to others based on ongoing expertise. ● responding openly to new and diverse perspectives based on ongoing expertise. ● articulating thoughts and ideas in a variety of forms and contexts based on ongoing expertise. ● applying strategies to effectively demonstrate skills related to copyright and plagiarism.
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Content Area Literacy Standards	21st Century Skills
● NOT APPLICABLE	● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i> ● <i>apply technology effectively</i>

	• <i>be flexible</i> • <i>interact effectively with others</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>