

Grade 3: 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	
	Students will be able to independently use their learning to conduct themselves appropriately and safely in a digital world.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - 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 - What does a cyberbully look like? - Should there be rules for communicating online?
	Acquisition	
	Students will know... - that cyberbullying is unacceptable and should be reported to a responsible adult following the rules and expectations set at the classroom level. - 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. - to always report illegal activities and communications on the Internet to a parent or teacher based on rules and expectations set at the classroom level. - that when technology makes it possible for people to	Students will be skilled at... - avoiding harmful online content, participation, and activities based on rules and expectations set at the classroom level. - knowing when it is important to communicate with their parent or teacher based on rules and expectations set at the classroom level. - reviewing content before sending messages to make sure it is something their parents and teachers would approve of based on rules and expectations set at the classroom level. - keeping account data safe by managing their passwords and personal information based on rules and expectations set at the classroom level. - identifying a cyberbully as someone that repeatedly uses technology to hurt another person, individually or as part of a group. - creating and managing strong passwords with letters and numbers based on rules and

	communicate without seeing the other person's face or hearing a voice, it is hard to know how that person is feeling. • that when someone uses technology to write and they only use uppercase letters, the other person thinks they are shouting at them. • that they should always think about how someone will feel before they say or write something. • that when they are mad, they should stop and wait until they are not mad before they write something. • 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 the rules and expectations set at the classroom level. • 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. • why it is important to act when they know someone else is being cyberbullied. • that there are consequences of cyberbullying at the varying levels. • 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, navigate, flagging, podcast	expectations set at the classroom level. • recognizing venues for collaboration and communication. • avoiding, blocking, and handling instances of cyberbullying based on rules and expectations set at the classroom level. • 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 based on rules and expectations set at the classroom level. • avoiding imposters and trolls in forums. • supporting classmates who are being bullied. • stopping friends who engage in cyberbullying activities based on rules and expectations set at the classroom level. • developing, implementing, and communicating new ideas to others based on rules and expectations set at the classroom level. • responding openly to new and diverse perspective. • articulating thoughts and ideas in a variety of forms and contexts based on rules and expectations set at the classroom level. • applying strategies to effectively demonstrate skills related to copyright and plagiarism based on rules and expectations set at the classroom level.
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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>

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>

- *avoiding, blocking and handling instances of cyberbullying: Never reply to a cyber bully attack, replying could make the attacks much worse, could make it difficult to prove who started the attacks, and that cyber bullies feed off of the reactions of their victims. Always save and print all evidence of being cyber bullied and print it, and never delete the evidence before saving it or printing it and showing it to an adult.*