

Grade 2: 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.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... - being online and using web-based programs enhances learning and problem solving activities. - open communication with responsible adults is essential for safe internet use.	ESSENTIAL QUESTIONS How do you know if you're in a safe place?
	Acquisition	
	Students will know... - that if they see something online that is inappropriate, they should click on the browser home button, turn off the monitor if the inappropriate content does not go away, and notify a responsible adult or teacher immediately. - that if they see anything that makes them uncomfortable or gives them an "uh-oh" feeling, notify a responsible adult or teacher immediately. - 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 concept of intellectual property and how it applies to files and software. - how to use online help clues as well as those available in other programs. - that different web-based programs may require different login information. - the function of navigation bar items, such as URL addresses and buttons. - the importance of maintaining a secure password by not telling friends or others. - the acceptable use policies and become familiar with how they apply to the school and/or computer lab.	Students will be skilled at... - accessing our district network by logging onto a device while in a school building. - avoiding harmful online content, participation, and activities. - knowing when it is important to communicate with their parent or teacher. - knowing how to use a username and password to log on to a network or web-based program. - keeping account data safe by managing their passwords. - knowing online navigation - primarily the URL address bar, shortcuts, back and refresh buttons.

	<i>vocabulary:</i> username, passwords, log in, online, inappropriate, navigation, URL's, address bar, shortcuts, back button, refresh button	
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Content Area Literacy Standards	21st Century Skills
NOT APPLICABLE	<i>reason effectively</i> <i>access and evaluate information</i> <i>use and manage information</i> <i>communicate clearly</i> <i>apply technology effectively</i> <i>produce results</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
Science Integration	College, Career, and Civic Life Integration	Technology Integration

District Materials	Distance Learning/Field Trips	Technology Resources

- *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.*
- *:recognizing venues for collaboration and communication social networking sites, text messages, instant messages, email, chat rooms, blogs, and phones.*
 - *Student writes a reflection, role playing about how they would feel if they were cyberbullied to develop empathy*
- *managing personal information: Students learn to never give out private information or where they live or go to school.*
- *stopping friends who engage in cyberbullying activities. If they don't feel safe they should let an adult know, is better to do so privately instead of in front of a group.*
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- *identifying harmful activities such as harassment, impersonation, intimidation, isolation, stalking, creating or spreading false rumors, extortion, name calling and flaming, tricking or terrorizing.*
- *supporting classmates who is being bullied. Tell the school if they know of another student being bullied. Send positive messages to befriend a student that is being targeted.*