AACPS Digital Citizenship

Lesson Title: Making a Great Password   Grade 4

Time: 30 minutes

Overview: Enhance the ability of children to protect their personal information on the Internet.

Objectives: Students will learn to never to share personal information such as address, telephone number, parents' or guardian's work address/telephone number, or the name and location of their school without parental or guardian consent.

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:
- Show "UYN: The Password Rap" and invite the children to sing along. Tell the children that there are two more ways to make their passwords stronger. Mention that Clicky talks about both of them, and see if anyone can name them. Answers include mix it up and make a song. Say to students, you can choose just one word (with numbers) to be your password, but you can also choose a group of words, a rhyme, sentence, or words to a song. Take the first letter of each word and use THAT for your password.

- Write the sentence "Pickles And Mayonnaise Is My Favorite Ice Cream" on the whiteboard. Capitalize the first letter of every word. What would the password be for this sentence?

- Circle the first letter of every word as the kids point them out and read the letters aloud. Now let's try a rhyme, "Mayonnaise And Pickles Makes Me Tickle." MAPMMT. Have a few students make up their own passwords.

- Point out that Clicky put numbers in the middle of his password by replacing the words "one" and "two" with the numbers 1 and 2.

- Distribute the handout *Making a Great Password* and explain that it is kind of like a cheat sheet: it has the basic guidelines for making a strong password, and a place for them to create a strong password. Suggest that students show this sheet to their parents

or guardian and have them help them create a strong password.

Closure: Ask students to identify ways to create a great password. Discuss why it is important to have a safe password.

Extension: Students may play the *Password Game* to review creating a great password.

Making a Great Password

Making up a strong, safe password is one of the best things you can do to help keep yourself safer on the Internet. Your password protects your personal information.

1. Make sure your password is 8 characters long and has letters **AND** numbers.

2. Make sure it **DOESN'T** include any personal information, like your
   - **name**
   - **age**
   - **address, street, or town**
   - **school name or mascot**
   - **pet's name**

3. You definitely **DON'T** want your password to be something so complicated that you are always forgetting it. Make a rap, rhyme, or song to remember it.

4. This password is **ONLY** for you and your parents or guardian. Letting people have your password is like giving them a key to your house.

   Use this sheet to think of awesome passwords with your parents or guardian.

   The most important thing is, if nobody can guess your password, then nobody can steal it! Now get to work.
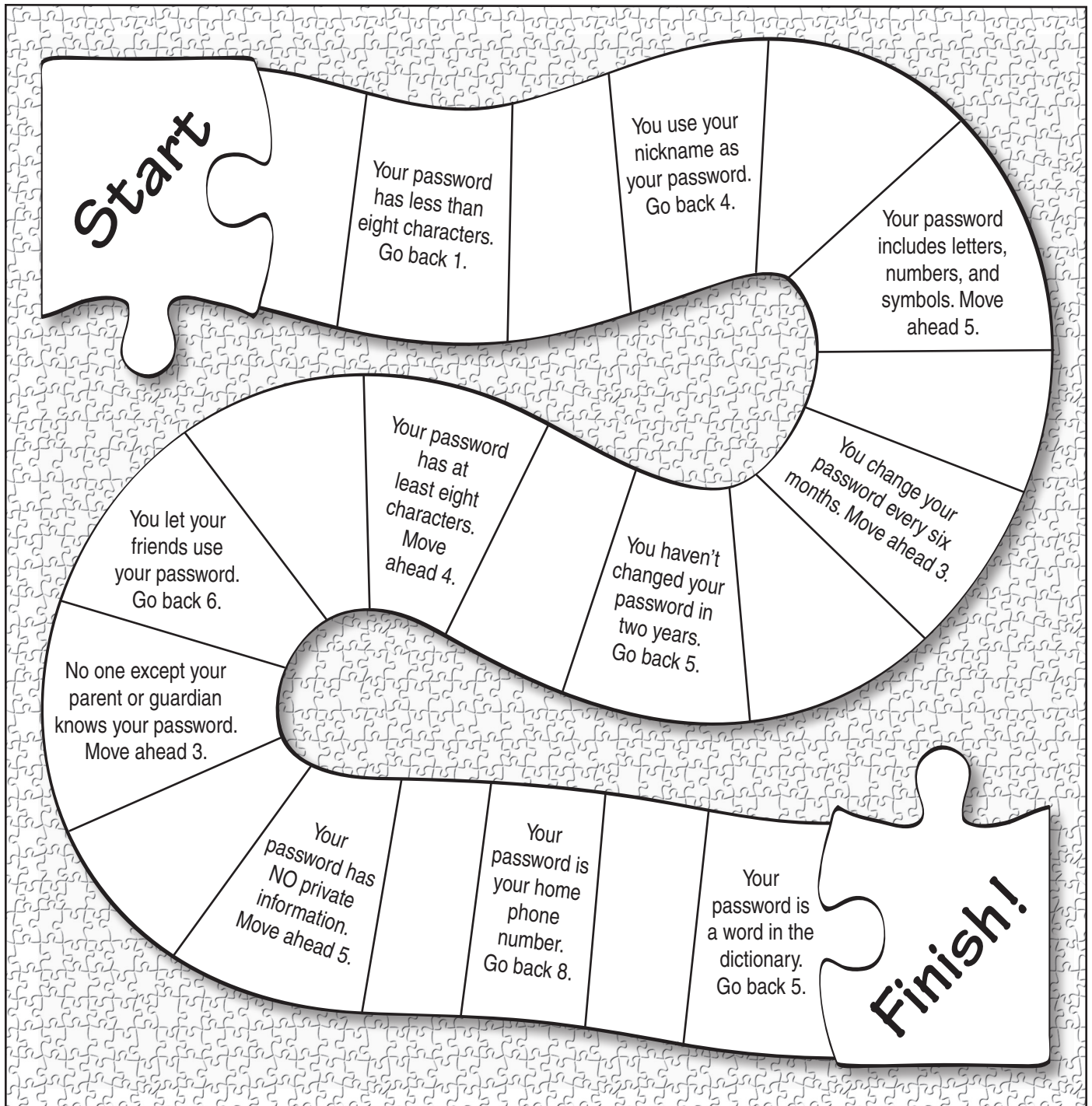
CyberSmart!
®
21st century skills
for education

Password Game

Take turns rolling a number cube. Move the number of spaces you roll.
If you land on a space with directions, follow them. The first to Finish wins!

Start

Your password has less than eight characters. Go back 1.

You use your nickname as your password. Go back 4.

Your password includes letters, numbers, and symbols. Move ahead 5.

You change your password every six months. Move ahead 3.

You haven't changed your password in two years. Go back 5.

Your password has at least eight characters. Move ahead 4.

You let your friends use your password. Go back 6.

No one except your parent or guardian knows your password. Move ahead 3.

Your password has NO private information. Move ahead 5.

Your password is your home phone number. Go back 8.

Your password is a word in the dictionary. Go back 5.

Finish!

AACPS Digital Citizenship

Lesson Title: Privacy Rules

Grade 4

Time: 30 minutes

Overview: Students learn that children's Web sites must protect their private information and look for privacy policies and privacy seals of approval.

Objectives:

- Explain that children's sites must, by law, protect the private information of children 13 and younger.

- Determine whether a site has a privacy policy and privacy seals of approval

Materials:

Lab

Activity Sheet: *Privacy Rules (Copy sheet back-to-back)*

Websites on Tech Connections-Privacy Rules

- Club Penguin
- Nickelodeon
- Kids Running

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Have students imagine walking around a big city wearing a tag that has their full name, address, and phone number printed for all to see. **Ask:** *Why is this idea unsafe?* Guide students to recognize that such information should be kept private so that strangers cannot use it to find them or bother them.
- Distribute one copy of the activity sheet.

  Computer Lab:

- Go to the Tech Connections. Use the links for *Privacy Rules.*

- Tell students the United States has a law requiring Web site owners to help protect the private information of kids 13 and younger and to explain how they do so in a privacy notice. In addition, two organizations· Better Business Bureau and TRUSTe· periodically review children's sites to make sure they are protecting children's privacy.

- With students, complete the checklist for one of the websites. **NOTE:** *What CyberSmart! calls "private identity information," or more simply "private information," others may call "personal information." CyberSmart! considers private information to be any information that can be used to discover one's identity.*

- Have students review their completed checklists. Explain that if Questions 1-7 and either Question 8 or 9 are answered, "Yes," then the site helps protect their privacy.

- Point out that they should make a habit of checking for privacy policy and privacy seals.

- Assign individuals or groups to the remaining sites, have them complete the checklist, and share their results with the class. If activity sheet was copied back-to-back, this could be the back of the activity sheet.

Closure:

- **Ask:** *Why must kids' sites protect children's private information?* (There is a U.S. law that requires them to do so.)
- **Ask:** *How do you use the CyberSmart! Checklist to decide whether a site protects kids' privacy?* (If Questions 1-7 and either Question 8 or 9 are answered, "Yes," then the site helps protect kids' privacy.)

Extension: The following activity can be added for students who completed this lesson in a previous grade.

- Have students take a look at the websites on other parts of the Tech Connections or Approved Search Engines. Then have them use a copy of the checklist to evaluate each site and summarize the results.

Lesson Title: Cyberbullying- Be Comfortable   Grade 4

Time: 30 minutes

Materials:
Activity Sheets:
• *Be Comfortable (2 pages)* • *It's Not Your Fault*

Overview:

Students learn to recognize feelings of discomfort and how to responsibly manage uncomfortable situations in cyberspace.

Objectives:

- Explain that, just like in the face-to-face world, there are good and bad places and people in cyberspace.
- Describe and compare comfortable and uncomfortable feelings.
- Identify strategies for responsibly managing uncomfortable online situations.

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 3.0 – Technology for learning and Collaboration: Students will use a variety of technologies for learning and collaboration.

Activities:

Introduce:

- Have students imagine that one morning their principal announces, "Today instead of classes, we're having an all-day picnic at the park."
- **Ask:** *How would you feel?* (relaxed; relieved; happy; at ease). Discuss their responses, explaining that those feelings could be categorized as *comfortable*.

- Next, have students imagine that their teacher says, "We're having a surprise math test today. Take out a pencil and paper."
- **Ask:** *How would you feel?* (confused; caught off-guard; shocked; weird; nauseated; upset; stupid; afraid; angry) Discuss their responses, helping them conclude that those feelings could be categorized as *uncomfortable*.
- Tell students they may experience online situations in which they feel comfortable or uncomfortable, and that they will learn how to manage their actions accordingly.

What's the Problem?

- **Distribute** Activity Sheet: *Be Comfortable*.
- Have students complete the sheets individually or in small groups and then share their responses. **NOTE: Postpone discussion until students have read and applied the information on ActivitySheet: *It's Not Your Fault.***

Think About It

- **Distribute** and help students read Activity Sheet: *It's Not Your Fault.*
- **Discuss** Jan's use of the words *embarrassed*, *upset*, *afraid*, and *scared* to show how uncomfortable she felt. Explore with students other words that might also be used, such as *guilty*, *ashamed*, or *confused*.

Find Solutions

- Have students revisit Activity Sheets: *Be Comfortable* and discuss how their answers might be changed or enhanced.

Take Action

- Have students record brief audio or video clips of one another in which they explain about uncomfortable feelings and tell how they can take action when these feeling occur online. View the clips as a mini film festival in your class and/or share with parents when they visit. Use tools such as digital storytelling, Photostory, PowerPoint, and podcasting, to help students create multimedia presentations. Then have them share their final products with others.

Closure

- **Ask:** *How are people and places in cyberspace like people and places in the face-to-face world?* (There are both good and bad people and places in cyberspace and in the face-to-face world.)
- **Ask:** *What are some words that describe feeling comfortable? uncomfortable?* (Accept all reasonable adjectives and descriptions.)
- **Ask:** *What should you do when you get an uncomfortable feeling online?* (log off; block; ignore; hit the back button; say "No;" tell a trusted adult)

Extension

- Have the class create and maintain an interactive "word wall" display of words and expressions that describe how people feel· comfortable and uncomfortable, online and offline. For each addition to the wall, have them contribute definitions, examples of when they might feel this way, and drawings showing appropriate facial expressions (using the pictures on Activity Sheet: *It's Not Your Fault* (for inspiration) for each word or expression. In this way students will develop a vocabulary for speaking and writing about strong emotions and about how to handle them when they occur.

Be Comfortable

Jan, a fifth grader, likes to visit Web sites about her favorite actress. Her friend tells her about a site with fun photos of the actress making her latest film. After school, Jan types the Web address she thinks is correct. Instead of finding photos of the star on a movie set, she finds pictures that upset her.

Jan is embarrassed by the photos. She realizes she must have entered the wrong site address (or URL). She is afraid she will get in trouble with her parents. Scared, Jan stays away from cyberspace for a few days.

What words in this story tell that Jan feels uncomfortable?

_____

_____

_____

What advice would you give Jan?

_____

_____

_____

_____

Name _____ Date _____

Marcos likes going into cyberspace to talk to his school buddies. Lately, one of his buddies is using rude language in his messages. Marcos is uncomfortable with such language. He is afraid his parents will see the words on his computer screen and get angry. Then they might take away his messaging privileges.

Marcos' buddy doesn't use these words in school or at the park. Why do you think his buddy acts differently in cyberspace?

_____

_____

_____

_____

What do you think Marcos should do about the problem?

_____

_____

_____

_____

Manners: *Cyberbullying*
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Be Comfortable
Activity Sheet 2 of 3

Name _____ Date_____

It's NOT your fault.

It's fun to explore Web sites and search for information. However, sometimes you may find things you don't want to see. It's easy to stumble across icky or embarrassing sites by mistake. In fact, some sites have tricky addresses on purpose. So, you might tell Jan, "It's not your fault."
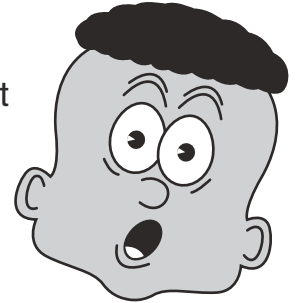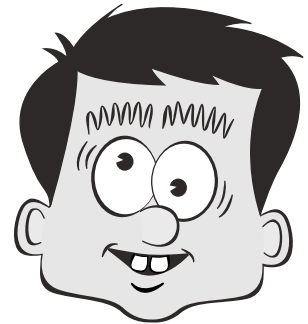
Take ACTION!

When you get that uncomfortable feeling at a Web site, get out of there. Click the **back** button on your browser. If you feel upset, you should tell your parent, guardian, or teacher what happened.

Some PEOPLE CHANGE when they go into cyberspace.

Marcos' friend has good manners face to face, but uses rude words in cyberspace. Some people think it's okay to say things in cyberspace that they'd never say to someone face to face. Why? Maybe they think they can't get in trouble in cyberspace. Maybe they think it makes them seem cool. Or, maybe, when they're behind a computer screen they just forget they're talking to a real person.

Take ACTION!

If someone on the street makes you uncomfortable, you know to walk away and tell a grownup. The same rule works in cyberspace. Ignore them, block them, or get offline.

Manners: *Cyberbullying*

Be Comfortable
Activity Sheet 3 of 3
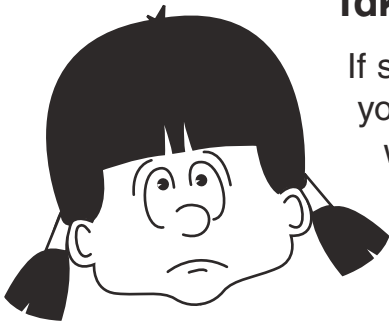
AACPS Digital Citizenship

Lesson Title: Manners-Good Email Manners   Grade: 4

Time: 30 minutes

Overview:

Students learn good manners dos and don'ts when sending Email.

Objectives:

- Recognize good and bad manners when using Email
- Edit an Email message to demonstrate understanding of good manners.

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 4.0 – Technology for Communication and Expression:

Students will use technology to communicate information and express ideas using various media formats.

Activities

Introduce:

- **Ask** students to share examples of good manners when speaking in face-to-face situations. (speak politely and kindly, do not shout, do not use slang or rude language, take turns talking, be considerate of others' feelings)
- Point out that, without agreement of such social dos and don'ts, people might feel upset and angry.
- **Distribute** Activity Sheet 1.

- **Write a sentence on the board** and ask volunteers to read it aloud in as many ways as possible. Help them consider how much additional information is conveyed through facial and vocal expression, and how easy it is to misunderstand messages when those cues are missing.

- Explain why good manners are especially important in cyberspace· where you are judged only by your written words.
- Have students share their ideas for writing a polite note or letter.
- After reviewing "Email Dos and Don'ts," make sure students understand how to type the smileys. (combine colons, semicolons, dashes, parentheses, and upper case D) **NOTE: Although some E-mail programs offer pre-made smileys, students should know the basics of creating their own.**

- **Distribute** Activity Sheet 2.
- Have students complete the page and explain their changes. (Possible edits: Delete "Dear" line; delete first sentence to get right to the point; change uppercase to lowercase; capitalize "all" at the beginning of the sixth sentence; fix spelling of "cough" and "license"; change bossy sentences to more polite ones; capitalize "president" in the last sentence.)

- Discuss "Be CyberSmart!" and have students give examples of bad manners in E-mails they might receive and how they would demonstrate good manners in their reply. (Example: Someone might send an Email containing rude or offensive language and they would reply without using that language.)

Closure:

- **Ask:** *What are some dos to practice when using Email?*
- **Ask:** *What are some don'ts?*

Extension:

The following activity can be added for students who completed this lesson in a previous grade.

- Have students review "Email Dos and Don'ts" and then use computers to compose and print their own Email messages to exchange and edit. (See template for writing email) Available Web Resources>TechConnections>Good Manners Everywhere Email

Name _____ Date _____

Good E-mail Manners

Good MANNERS are important in real life and especially important in cyberspace. If you can write a polite note or letter, you can send a polite E-mail.
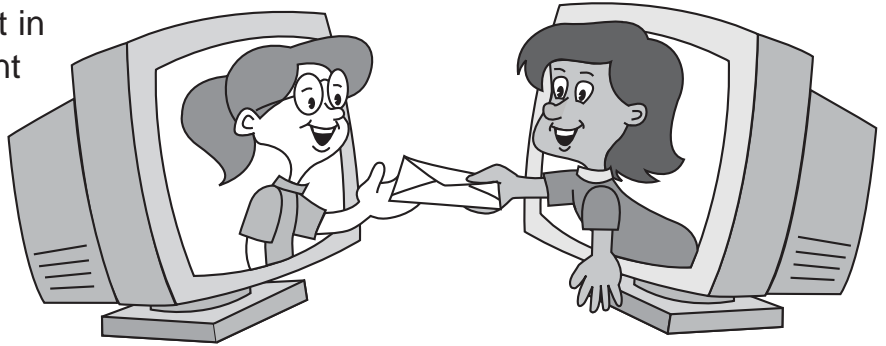
E-mail Dos and Don'ts

- Do get right to the point and keep your message to one screen. People who get tons of messages every day will thank you. Also, it is okay to skip the "Dear" part in E-mails.

- Don't TYPE WHOLE SENTENCES IN UPPERCASE letters. It is like SHOUTING.

- Do use uppercase once in a while to emphasize a single word.

- Do check your spelling, grammar, and punctuation before sending an E-mail.

- Do use smileys, also known as emoticons. These symbols help people understand your meaning when they can't see your face or hear your voice.

- Don't write a message that you would not want everyone to see. Although it's bad manners, somebody might forward your message to others.

- Do write only what you would say to a person's face.

- Don't use slang or rude language.

- Do type your first name at the end of your message.

- Don't send angry messages back and forth. That's called a flame war and it is considered bad manners.

Smileys

:-) means you are smiling

:-(means you are frowning

;-) means you are winking and just kidding

:-D means you are laughing

Name _____ Date _____

Edit the E-mail below. Use the dos and don'ts tips on Activity Sheet 1
as your guide.

To: president@whitehouse.gov

Subject: Air Pollution

Message:

Dear Mr. President,

My little brother doesn't even know who you are. I am writing to you
because I am worried about AIR POLLUTION. SOMETIMES THE AIR
IS SO DIRTY IT MAKES ME KOFF. CAN'T YOU DO ANYTHING
ABOUT IT? HERE IS MY PLAN. I think people should only drive their
cars on odd or even days. all they have to do is check the calendar. If
they have an odd driver's liecents, they can drive on odd days. If it is
an even day, go in a carpool!

So, Mr. President, ARE YOU GOING TO MAKE EVERYONE DO
WHAT I SAY?

Your friend,

Natalie

Be CyberSmart!®
Forgive others for
their bad manners
and set a good
example yourself.

Good Manners Everywhere
Email

To:
CC:
Subject:

AACPS Digital Citizenship

Lesson Title: Understand Your Acceptable Use Policy

Grade 4

Time: 30 minutes

Overview: Acceptable Use Policy (AUP) contracts encourage responsible behavior by students and staff and give administrators enforceable rules for acceptable use of school computers. Students will interpret and make inferences about their school's AUP.

Objectives:

- Describe school district's Acceptable Use Policy (AUP)
- Describe consequences of misusing school computers/network
- Identify need for Acceptable Use Policies

Materials:

Activity Sheet: *Understanding Acceptable Use*

AACPS AUP

AACPS Student Handbook: *Student Rights and Responsibilities- Technology Resource Use by Students.*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities: Introduce

- Invite students to imagine themselves as parents. Discuss how a busy street is a dangerous place for children.
- **Ask:** *How do you know that your child is ready to cross the street by herself? Is it when she reaches a certain age? Or, will she have to show you that she is ready?*
- Discuss with students the need for children to follow safety rules. Have them list rules they, as parents, would teach their children.
- **Ask:** *What will you do if your child breaks the rules?* (impose punishments, lose privilege of crossing street alone)
- Explain that parents, teachers, and principals think about similar issues when students go into cyberspace.

- Distribute the activity sheets.
- Have students read "Think About This." Help them understand that going into cyberspace connects their computer to other people's computers around the world.

- Ask students what they know about *Anne Arundel County's Acceptable Use Policy.*

Name _____ Date _____

Understand Your Acceptable Use Policy

Think About This

Using a computer to talk to your friends is cool. Exploring Web sites makes schoolwork more fun. Just as there are rules for crossing the street safely, there are rules for going into cyberspace.

You may have heard a teacher explain what kinds of behavior are acceptable in her class. **Acceptable** means "permitted." Your school has acceptable use rules for using its computers. These rules may be in the form of a contract that you and your parent signed.

Read the Fine Print

Find out what your school's Acceptable Use Policy says.
Then answer each question below in your own words.

1. What are your school's rules about using computer equipment?

_____

_____

_____

2. About using E-mail?

_____

_____

Name _____ Date _____

3. What are your school's rules about searching on the Internet?

_____

_____

_____

4. About breaking the law?

_____

_____

5. What happens to students who break the rules?

_____

_____

6. What should you do if you find out that someone is breaking the rules?

_____

_____

7. Why are these rules important to have in school?

_____

_____

_____

- Distribute copies of the AACPS Acceptable Use Policy (AUP) Depending on the length and reading level of your district's Acceptable Use Policy (AUP) or contract, either distribute copies or paraphrase the rules for the class.
- Then have students complete "Read the Fine Print." Have them write the question numbers beside the AUP sections that support their answers or have students write answers on the activity sheet.

Closure:

- Explain to students that getting permission to use school computers is like getting a driver's license.
- **Ask:** *What might happen if a new driver had never learned the rules of the road?* (Drivers could break a law, get a ticket, or even get hurt.)
- **Ask:** *What might happen if students used school computers without knowing the rules of school computing?* (They might break a rule and be punished or they might get into trouble in cyberspace.)

Extension:

Students may create a poster to depict acceptable policy rules. Encourage students to represent the rules graphically with icons and a few key words. Then place the posters near school computers. If lab time is available, use Microsoft Publisher or KidPix to create the poster(s).

Internet Acceptable Use Policy

Dear Parent(s) and/or Guardian:

Your son or daughter will have the opportunity to use the Anne Arundel County Public Schoolsq computer network, which includes access to the Internet. The primary reason for using the Internet is to participate in curricular projects developed or utilized by some of your child's teachers. Additionally, the adoption of online local and state testing is gaining popularity and is expected to become a common practice in the near future. A multitude of instructional opportunities are prevalent on the internet. These resources make it possible for teachers to increase local instructional materials with a vast array of content designed by experts from all over the world.

In order to participate in the learning opportunities available over the internet, your child will be issued a student logon that will enable him/her to access the network. This logon will allow your child to take part in curricular activities designed and monitored by his/her teacher, take web-based tests and utilize software applications specially designed to provide your child with an enriched instructional environment.

Access to the internet means there is potential availability of materials that may be deemed objectionable. Anne Arundel County Public Schools (AACPS) has implemented a state-of-the-art content filtering system to ensure that students access information consistent with the goals of our instructional program. The filtering system is effective in blocking access to inappropriate content such as pornography, violence, and terrorist sites. However, it must be stated that it is impossible to limit/control access to all materials on such a global network.

Student Behavior And Responsibilities When Using Computer Resources

The student is responsible for appropriate behavior while using the schoolq computer network in the same manner as they are expected to exercise responsible behavior anywhere in the school. The following activities described below are deemed unacceptable. (These are samples of activities and are not to be considered all-inclusive)

- Using someone else's network logon.
- Using any network account for non-school related activity.
- Unauthorized copying of licensed software (also illegal).
- Downloading material for the purpose of plagiarizing its contents.
- "Instant" messaging.
- Removing or damaging computer components.
- Seeking to override or bypass computer or network security provisions.
- Accessing of obscene or inappropriate materials.
- Student use of obscenity or profanity on a computer or network.

Using the school computer network is a privilege, not a right. Violations of the above guidelines will result in the student losing his/her computer network privileges or other disciplinary actions depending on the severity of the infraction. Anne Arundel County Public Schools is committed to providing quality instructional opportunities for all students. The use of technology and the Internet are now essential components of the overall instructional program. Please take a few moments to discuss with your child the importance of using these resources responsibly.

** Also view Board of Education **Administrative Regulations 409, 607.02, 607.02A, and 902.03A** to read more about AACPS policy relating to internet use by teachers and students.

For more information: Check the **Student Handbook**, *A Guide to Student Rights & Responsibilities-Section: Technology Resource Use by Students*

AACPS Digital Citizenship

Lesson Title: Whose Is It, Anyway?   Grade 4

Time: 30 minutes

Overview: Students learn that, although the Internet makes it very easy, copying others' work and presenting it as one's own is unethical. They also learn about circumstances in which it is permissible to copy others' work.

Objectives:

- Define plagiarism and describe its consequences
- Explain how the Internet makes copying others' work easy
- Identify conditions that make copying acceptable

Materials:

Activity Sheets:

Whose is it, Anyway

Copying Not Allowed

AACPS Student Handbook: *Student Rights and Responsibilities- Technology Resource Use by Students.*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Have students each write a brief paragraph on the same subject. Collect the paragraphs and give each student someone else's work.
- Invite volunteers to read the paragraphs, pretending that it is their own work. Praise them for "their" work and say that you would like to publish "their" work in a parent newsletter or submit it to a writing contest.
- Invite both the true owner and the person pretending the work is theirs to comment on how the situation makes them feel.

- Distribute Activity Sheet, *Whose is it, anyway?*
- Have students work in pairs to complete the sheet. NOTE: Postpone discussion until students have read the information on Activity Sheet, *Copying Isn't Allowed*

- Distribute Activity Sheet, *Copying Isn't Allowed*
- Share with students your school's official policy on plagiarism and its consequences. *Refer to **AACPS Student Handbook, Student's Rights and Responsibilities**.*

NOTE: Copyright laws protect the ownership of authors' written works, photos, drawings, and other graphics by requiring that people who make copies do so only with permission of the owner. However, use of such works for schoolwork is considered "fair use" and does not require permission, only that credit be given.

- Have students revisit *Activity Sheet, Whose is it,* anyway and discuss changes or additions to their answers. Guide students to consider the following in their discussion:
    - **David's homework:** E-mail makes it easy for students to share their work. However, unless the teacher tells them to work together, s/he expects David's work to be his own. Even though Justin gave David permission to copy his work, it is still plagiarism.
    - **Manny's paragraph:** Copying someone's work from the Web in his own handwriting does not make it Manny's work. This is plagiarism.
    - **Samantha's work:** Using the exact words of someone else is plagiarism· even if you add your own topic sentence. Samantha should restate the passage in her own words.
    - **Marybeth and the drawing:** It is okay to print a drawing from a Web site for a school report as long as credit is given to the person who made it or the site from which it came.

Closure:

- **Ask:** *What is plagiarism?*
- **Ask:** *How does the Internet make copying others' work easy?*
- **Ask:** *When is copying others' work for a school report okay?*

Extension:

Select a passage from a Web page. Ask students to read it, put it aside, and write the information in their own words. Then have them compare their version to the original passage. Discuss how they differ.
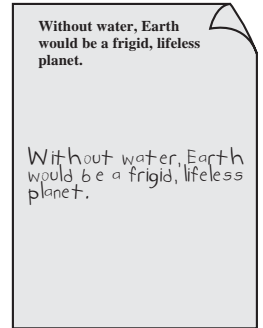
Name _____ Date _____

Whose is it, anyway?

David had basketball practice last night and didn't have time to do his homework. Justin offers to let him copy his and sends it to David in an E-mail. Is that okay? Explain.

The Life of an Ottter
By David H.

The Life of an Ottter
By Justin F.

_____

_____

_____
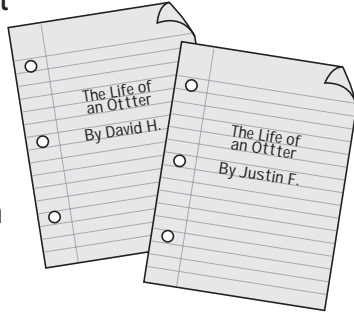
Manny has to write a paragraph about water resources for science. He finds a paragraph on a Web site that is just right. Manny copies it in his own handwriting. Is that okay? Explain.

Without water, Earth would be a frigid, lifeless planet.

Without water, Earth would be a frigid, lifeless planet.

_____

_____

_____

Samantha copies a Web page into her word processor and adds her own first sentence. Is that okay? Explain.

_____

_____

_____

File **Edit** Object Type Filter View Window Help

Undo
Cut
Copy
Paste

Marybeth spends a lot of time searching the Web. She finds a great drawing on a site. She prints it for the cover of her social studies report. Is that okay? Explain.
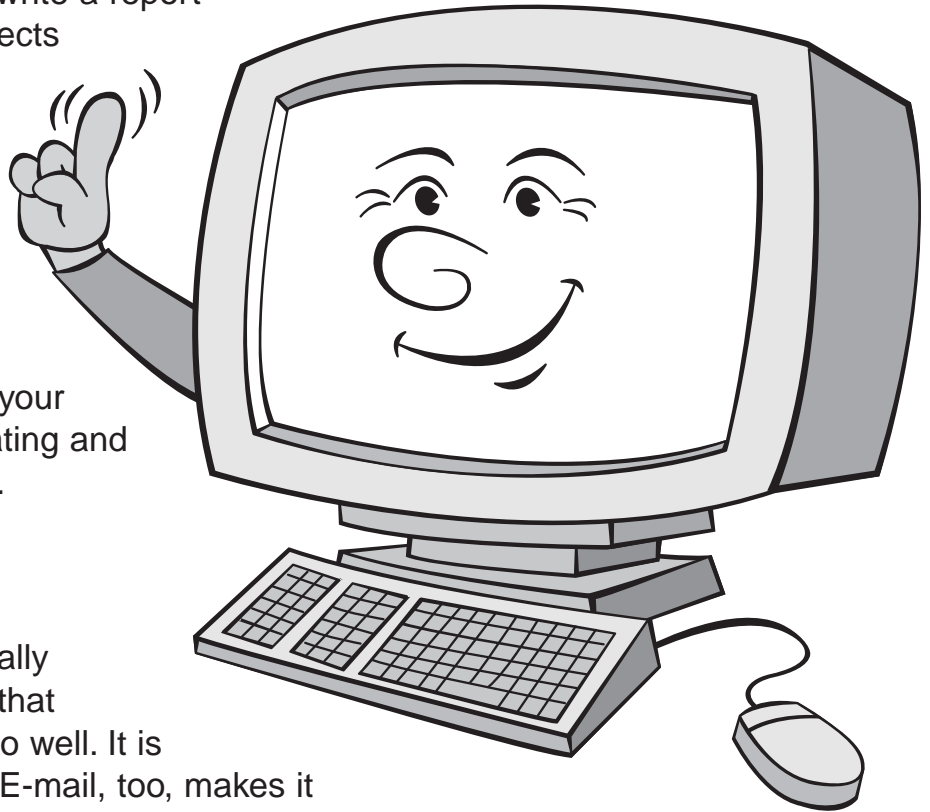
Book Report

_____

_____

_____
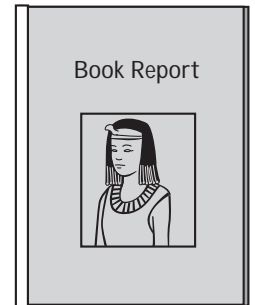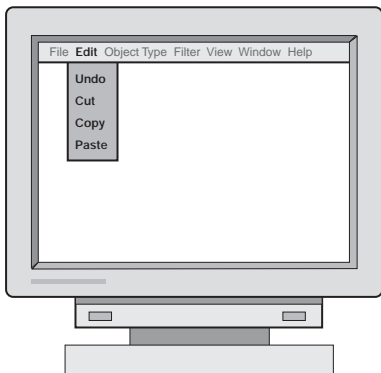
Name _____ Date _____

Copying Not Allowed!

If your teacher asks you to write a report in your own words, she expects you not to copy. Not from a Web page. Not from your best friend. Not even if you write it in your own handwriting or retype it yourself.

Taking others' exact words and pretending that they're your own is **plagiarism**. It's cheating and is against your school rules.

But, It's So Easy

It's hard not to copy. Especially when you find a Web page that tells what you want to say so well. It is so easy to copy and paste. E-mail, too, makes it easy for kids to copy each other's work. Instead, try reading the Web page, closing it, and writing the information in your own words.

When It Is Fair to Copy

It's okay to copy and paste someone else's words into your schoolwork if

- you use quotation marks around the words and
- you tell who wrote the words and where you found them.

It's okay to copy and paste photos, drawings, and graphs into a report if you tell who made it or where you found it.

AACPS Digital Citizenship

Lesson Title: Manners: Do the Right Thing   Grade: 4

Time: 30 minutes

Overview:

Students learn that they should apply the same ethical principles in cyberspace that guide them in face-to-face situations.

Objectives:

- Recognize computer files, including Web sites, as property to be respected
- Explain that behavior in cyberspace should be the same good behavior used in face to face situations
- Give a example of how the "Golden Rule" can be applied in cyberspace

Materials:

- Activity sheets:

    Do the Right Thing (2 pages)

Site Preview

No Internet site is used in this lesson.

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Introduce:

- Describe the following to students: *A sixth grader bullies a third grader on the playground of a public park. What should you do about it?* (Stop the bully, ask an adult to help stop the bully, or report the bully to a police officer, teacher or parent.)
- Add: *That evening you are chatting in cyberspace. One girl bullies another girl and threatens to make her lose all her friends. What should you do?*

- **Distribute** Activity Sheet 1.
- Make sure students understand that all of the behaviors on the left are unethical, or wrong. Then have them complete the sheet by writing what they think about the behaviors on the right. **NOTE: Postpone discussion until students have read and applied the information on Activity Sheet 2.**

- **Distribute** Activity Sheet 2.
- Explain that there are many ways of expressing the "Golden Rule," such as "Do unto others as you would have them to do unto you" or "Treat others as you wish to be treated," and then invite students to express it in their own words.

- Have students revisit Activity Sheet 1 and make changes or additions. They should recognize that all the behaviors on the right are unethical as well.

Closure:

- **Ask:** *Why shouldn't you disturb a computer file that is not yours?* (because if it does not belong to me, it is the property of someone else)
- **Ask:** *What is the connection between behavior in real life and in cyberspace?* (You should have the same standards for behavior in both places.)
- **Ask:** *What is an example of using the "Golden Rule" in cyberspace?*

Extension:

- Have students conduct a mock trial in which the "prosecutor" describes an offense in cyberspace (for example, a student goes online and pretends to be someone else), witnesses are called, a defendant is questioned, and a judge directs the jury to reach a verdict.

Name _____ Date _____

Do the Right Thing

If it's not right to **bully** someone you meet at the playground…what about bullying someone you meet in cyberspace?

_____

_____

_____

If it's not right to **break into** a home and **mess up** the papers on the owner's desk…what about breaking into a computer and messing up the files?

_____

_____

_____

If it's not right to write bad language on the sidewalk in front of your home… what about using **bad language** on your personal Web page?

_____

_____

_____
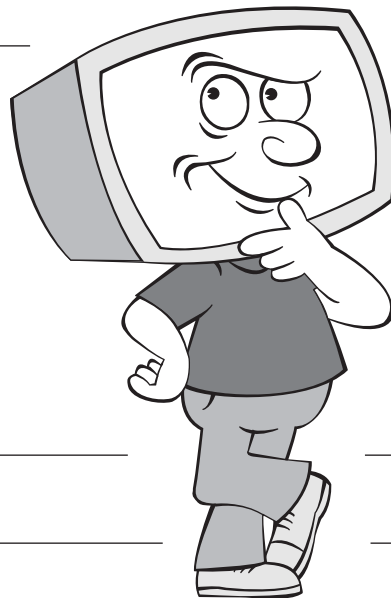
If it's not right to **watch someone** unlock their locker and then open it yourself…what about watching someone use their password and then use it yourself?

_____

_____

_____

If it's not right to **tear** pages out of a library book…what about deleting a few pages from someone's computer file?

_____

_____

_____

If it's not right to **enter** someone's home "just to look around" . . . what about entering someone else's computer "just to look around?"

_____

_____

_____

Name _____ Date _____

When It's NOT Okay

You know how to do the right thing when you're face to face with others. Take along your "street smarts" of right and wrong when you go into cyberspace. For example, you know it's wrong to bully on the street. It's also wrong to bully in cyberspace. If it's not okay in real space, it's not okay in cyberspace.

Treat PROPERTY Properly

You know to respect the **property** of others at school. You wouldn't go into a classmate's backpack and read his journal without his permission. Backpacks, notebooks, and the drawings and writings inside are someone's property. People own things in cyberspace, too. The files in their computers are their property. Web sites belong to their owners. So, respect property in cyberspace, too.

Who, ME?

Sometimes people think they can get away with doing bad things in cyberspace because no one knows who they are. People may not know who you are at first, but they can get help to find a troublemaker. So, do the right thing, even if you think no one is looking.
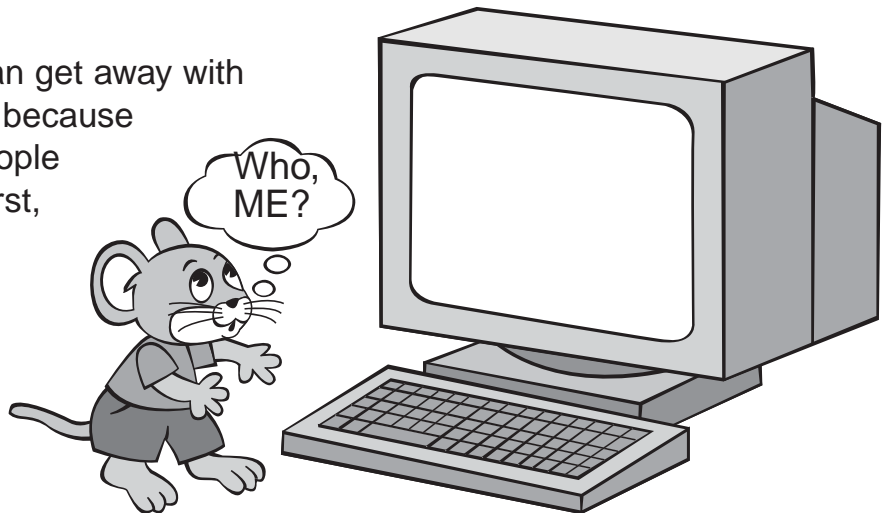
Do Unto Others. . .

When you're not sure how to act in cyberspace, remember the "Golden Rule." Before you act, think about how you'd feel if you were the other person. That will help you decide what is the right thing to do.

AACPS Digital Citizenship

Lesson Title: Rating Websites

Grade 4

Time: 30 minutes

Overview: Students discuss and apply criteria for rating informational Web sites, compare their results, and infer that all Web sites are not equally good sources of research information.

Objectives:

- Interpret criteria for evaluating informational sites
- Apply criteria to evaluate informational sites
- Infer that all sites are not of equal quality

Materials:

Activity Sheet: *Rating Websites, two per student*

Computer Access for Students

Websites: Tech Connections

- [U.S. Fish and Wildlife Kids' Corner](#)
- [Endangered Animals by 5th Grade](#)
- [Endangered Earth](#)
- [World Wildlife Fund: Species](#)

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- Have students imagine they are asked to do a report and are going to look for information on the Internet.
- **Ask:** *How will you know which sites are the best to use?* Students should share their criteria for recognizing helpful sites.
- Distribute one copy of the activity sheet, *Rating Websites.*
- Take students to Web Resources > Tech Connections > Digital Citizenship. Find the title of this lesson, and open its links. Choose a site to explore with the class.
- With students, complete the activity sheet, making sure students understand each criterion and how to select and circle only one score per criterion.
- Together, add up the circled scores in each column and then add the three subtotals to obtain a final score.
- Distribute a second copy of the activity sheets.
- Assign individuals or groups the remaining sample informational sites to evaluate.
- When finished, have students compare their results.

- **Ask:** *What is the highest score a site can receive?* (42 points)
- **Ask:** *What is the lowest score a site can receive?* (14)
- Have students consider the range of possible scores and discuss what score would constitute a "passing grade" for an informational site.

Closure:

- **Ask:** *How do you use the activity sheet to rate Web sites?* (Each question is answered by circling a score and then the scores are added up. The scores of various sites can then be compared.)
- **Ask:** *Which of the questions for rating sites do you think are most important?* Students should support their opinions.
- **Ask:** *Why is it important to compare sites when doing research?* (because not all sites are equally useful)

Extension:

- As student use technology throughout the year, periodically have them evaluate websites that they are using to conduct and complete research.

Websites used in this lesson:

- *U.S. Fish and Wildlife Kids' Corner - http://www.fws.gov/endangered/kids/kids_help.html*
- *Endangered Animals by 5th Grade - http://www2.lhric.org/pocantico/5thgrade99/animals.htm*
- *Endangered Earth - http://endangeredearth.com/*
- *World Wildlife Fund: Species - http://www.worldwildlife.org/species/index.html*

Websites may be replaced by other websites within the AACPS Tech Connections that support current unit topics in the content area.

Name _____   Date _____

Rating Web Sites

Name of Site _____

URL _____

Date visited _____

Read each question below. Circle the number for the answer the site deserves.

Can the author be trusted?

Is the author's name clear?	1 cannot find it	2 hard to find	3 easy to find
What makes the author an expert?	1 no information given	2 author's title given	3 title and organization of author given
How is the grammar?	1 many errors	2 one or two errors	3 no errors
How is the spelling?	1 many errors	2 one or two errors	3 no errors
Can you contact the author?	1 no contact information given	2 E-mail address given	3 E-mail and postal addresses given

Will this site have the information I need?

Does the information look useful?	1 not useful	2 might be useful	3 sure to be useful
Is it worth bookmarking for future research?	1 not worth bookmarking	2 might bookmark	3 will be sure to bookmark

Name _____ Date _____

Is this site up to date?

Can you find the date the site was created?	**1** cannot find a date	**2** the date was hard to find	**3** the date was easy to find
When was the site last revised?	**1** cannot find a date	**2** last revised more than six months ago	**3** last revised in the past six months
Do the links work?	**1** many dead links	**2** one or two dead links	**3** all links work

Is this a good research site for students?

Is the text readable?	**1** need an adult to help read it	2 need help reading some parts	**3** can read it all
How is the "look" of the site?	**1** ugly and hard to use	**2** the look is okay	**3** the look really helps me find what I need
Is it easy to move around the site? (this is called *navigation*)	**1** keep getting lost	**2** have some trouble finding my way	**3** very easy to find my way
Is there useful information for students?	**1** few parts of the site seem useful for students	**2** some parts of the site would be use-ful for students	**3** most of the site would be useful for students
TOTAL SCORE IN EACH COLUMN			

Total score for all three columns _____

AACPS Digital Citizenship

Lesson Title: Choosing a Search Site   Grade 4

Time: 30 minutes

Overview: Through online observations, students record and compare the features of four children's search sites.

Objectives:

- Identify some children's search sites
- Compare and contrast features of specific search sites
- Explain why it is best to utilize two or more sites when searching for information

Materials:

Activity Sheet: *Choosing a Search Site*

Websites: *Web Resources Tech Connections:*

nline atabases Choose an o these: World Book online, Grolier Online, Culture Grams, SIRS

Other approved Search Engines:

KidsClick

Ask for Kids

Quintura for Kids

Cybersleuth Kids

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- Tell students that they will compare some children's search sites. Explain that each search site has different features and that they may like some more than others.

- Take students to Web Resources > Tech Connections. Find the title of this lesson, and open its links.

- Assign each student or group of students to one of the search sites to visit.

- Have students answer the questions by checking the boxes for each question.

- Have students report their recorded observations to the rest of the class. If there are discrepancies about the features of a site, revisit the site to resolve them.

- Post the printouts of the search results for "kites." Have students compare the results, noticing that each search engine produced a different list of Web pages.
- Explain that by using more than one search engine, students will have a greater number of sites to visit.
- Have students discuss their answers to "What do you like best about this site?" encouraging the class to identify features that distinguish the sites.

Closure:

- **Ask:** *What are the names of some search sites?* (Ask for Kids®, KidsClick!®, Quintura for Kids®, CyberSleuth Kids and the Online Databases such as World Book Online, Groliers, Culture Grams and SIRS.
- **Ask:** *In what ways do these search sites differ?* (the ways you can search, how they display results, and the other features/activities they offer)
- **Ask:** *Why is it a good idea to use more than one search site when looking for information?* (Because different sites will give different results.)

Extension:

- Use topics from current Science or Social Studies units. Have students conduct searches and determine the best search sites to use.

Websites in this Lesson:

KidsClick (http://www.kidsclick.org/)

Ask for Kids (http://www.askkids.com/)

Quintura for Kids (http://quinturakids.com/)

Cybersleuth Kids(http://cybersleuth-kids.com/)

Anne Arundel County's Online Databases - http://opac.aacps.org/ (This resource is provided in the Web Resources folder on the Desktop…Online Databases).

Name _____ Date _____

Choosing a Search Site

Title of Search Site _____

1. How can you search at this site? Check the boxes that apply.

☐ keyword search ☐ subjects by letter ☐ ask a question

☐ advanced search ☐ subjects categories ☐ picture search

☐ sound search

2. Do a search for information on kites. Print the results page.
What kinds of information are provided?

☐ site title ☐ grade level ☐ whether site has illustrations

☐ summary ☐ reading level ☐ URL

☐ subject questions to ask

3. What else can you do at this search site?

☐ search lessons ☐ read/respond to message boards

☐ submit a site ☐ read questions from other kids

☐ get homework help ☐ play games

☐ give and get advice ☐ see a movie

☐ chat ☐ read comics

☐ other (write on back)

Be CyberSmart!®

Always choose more than one search site because each site will give different results.

4. What do you like best about this search site?

_____

_____

Lesson Title: Homework Help in a Hurry   Grade 4

Time: 30 minutes

Overview: Students learn strategies for getting immediate help with their homework.

Objectives:

- Describe offline sources of homework help
- Review online homework help directories and databases

Materials:

Activity Sheet: *Homework Help in a Hurry*

Student Computer Access

Websites: Tech Connections

Online Databases

Anne Arundel County Public Schools Approved Search Engines

Math Homework Help

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- **Ask:** *What do you do when you don't know the meaning of a word in your vocabulary homework? When you have to find out your state flower? When you can't answer your math homework questions?* Allow students to share their strategies.
- Tell students that this lesson is about getting homework help they sometimes need in a hurry.
- Distribute the activity sheet.
- Read and discuss "Got a problem with your homework?"
- Emphasize that offline strategies should always be tried first, as they are likely to be the fastest and most helpful.
- Distribute the activity sheet, *Homewor.k Help in a Hurry*
- Read and discuss "Got a problem with your homework?"
- Emphasize that offline strategies should always be tried first, as they are likely to be the fastest and most helpful.
- Read and discuss "Still having a problem?"
- If students are familiar with search engines and directories, point out that some homework sites are directories organized into school subject categories and that others are databases, or collections, of useful information.
- Explain that features on these sites often change and that new sites for homework help are constantly being developed. NOTE: The sites contained in this lesson are available from the

Anne Arundel County home page.

- Have students follow the directions on their activity sheet to go to Web Resources >Tech Resources > Digital Citizenship locate the links for this lesson.
- With the students, explore the site and answer the questions on their activity sheet. Explain that when they are outside of school an adult or older student can help them search and read the recommended help at any of these sites.
- Have students complete the instructions under "Problem Solved!" making sure that all the sites are represented with at least one ad.
- Discuss the "Be CyberSmart" tip, pointing out that each site offers many activities and that it takes some willpower to stick to the task of answering a specific homework question.

Closure:

- **Ask:** *What offline strategies can you use if you need help with your homework?* (Use a textbook; ask a classmate, adult, or older student.)
- **Ask:** *How can you use online homework sites to answer your questions?* (Search by subject and topic and look up facts in online references such as encyclopedias and atlases. Sometimes searching by grade is helpful.)

Extension:

- Have students create a Public Service Announcement about their favorite Homework site or sites. Students could use Photo Story, Smart Notebook software, Publisher.

Websites in this lesson:

Online Databases

http://opac.aacps.org/databases.htm

Anne Arundel County Public Schools Approved Search Engines

http://www.aacps.org/instructionaltech/searchengines_oit1.asp

Math Homework Help

http://mathforum.org/dr.math/

Name_____Dat e_____

Homework Help in a Hurry

Got a problem with your homework?

- Try your textbook. Check the index or glossary. Look for sections of extra help.

- Try talking to a classmate. Two heads are better than one!

- Try asking an adult. Sometimes adults remember this stuff from when they were in school.

- Ask an older student or sibling. He or she had to do the same work not so long ago.

Let's look at some sites that could help with homework.

Be CyberSmart!®

Beware of catching *link-itis!* That's when you follow links from one site to another and forget why you went online in the first place.

1. Go to Web Resources > Tech Connections > Digital Citizenship. Find title of the lesson. Click on one of its links. Explore the site. Answer the questions below.

   What is the name of the site?

   _____

2. For which school projects will this site be useful?

   _____
   _____

3. What kind of homework does this site give? For example, it might have lessons to teach kids how to do math problems. Or, it might have maps of all the states.

   _____
   _____
   _____

   Problem Solved! Create an ad to tell other students about one homework site. Tell them what is great about it. Tell them how to use it to solve homework problems.