

Name of Unit/Course: Cyber-safety and cyber-bullying technology unit		
Overall Unit Information (Required for MOOC participants)		Self-Check
Unit or Course Goal(s)	In this fully online learning unit, first grade students will access content and instruction over the internet. Each online lesson plan or module will have students utilize internet tools, streaming media and interactive educational websites. The focus of this unit will be on cyber-safety and cyber-bullying. Upon the completion of this learning unit, students will be able to effectively demonstrate their knowledge of internet safety and positive and safe interactions with others on the web.	See A1

K-12 Blended and Online Learning

Standards
(Size reduced to fit)

[ISTE NETS-S / Georgia Department of Education K-8 NETS-S Scope and Sequence](#)

[RI.CCR.5 RI.1.5, SL.CCR.2 SL.1.2, W.CCR.6 W.1.6](#)

1. [Creativity and innovation](#)

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
b. Create original works as a means of personal or group expression

2. [Communication and collaboration](#)

Students 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.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

4. [Critical thinking, problem solving, and decision making](#)

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- b. Plan and manage activities to develop a solution or complete a project

5. [Digital citizenship](#)

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6. [Technology operations and concepts](#)

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- c. Troubleshoot systems and applications

[Common Core State Standards K-12 Technology Skills Scope and Sequence](#)

[Basic Operations](#)

Turn on a computer and login

Use pointing device such as a mouse to manipulate shapes, icons; click on urls, radio buttons, check boxes; use scroll bar

Use desktop icons, windows and menus to open applications and documents

File management – saving documents

Explain and use age appropriate online tools and resources (e.g. tutorial, assessment, web browser)

[Word Processing](#)

Use a word processing application to write, edit, print and save simple assignments

Highlight text, copy and paste text

Copy and paste images within the document and from outside sources

[Multimedia and Presentation Tools](#)

Create, edit and format text on a slide

Watch online videos and use play, pause, rewind and forward buttons while taking notes

[Digital Citizenship](#)

Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks

Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use

Identify and explain the strategies for the safe and efficient use of computers (e.g. passwords, virus protection software, spam filters, popup blockers)

Identify cyber-bullying and describe strategies to deal with such a situation

Recognize and describe the potential risks and dangers associated with various forms of online communications

[Communication and Collaboration](#)

Use a variety of age appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange

See A2

K-12 Blended and Online Learning

<p>Learner Characteristics</p>	<p>Buford Elementary Demographic Data taken from pg. 51 of the BES School Profile Total population: approximately 635 (1st grade: approximately 299) as of 08/20/14 according to corresponding Enrollment Summary Percentages within the total population:</p> <ul style="list-style-type: none"> • Gender: <ul style="list-style-type: none"> o Male = 51% o Female = 49% • Race: <ul style="list-style-type: none"> o Asian/Pacific Islander = 4% o Black = 12% o Hispanic = 32% o Multi-Racial = 1% o White = 50% 	<p>See B1</p>
<p>Technology requirements</p>	<p>Students will need the following to participate in this learning unit:</p> <ul style="list-style-type: none"> - Desktop or laptop computer (Mac, Windows, or Linux) - High-speed internet access - Headphones with attached microphone - Webcam - Basic peripherals: mouse, keyboard - OOo4Kids free children's productivity software - Google Chrome or Firefox web browser 	<p>See D5</p>
<p>Prerequisite Skills</p>	<p>Common Core State Standards K-12 Technology Skills Scope and Sequence</p> <p>Basic Operations Turn on a computer and login Use pointing device such as a mouse to manipulate shapes, icons; click on urls, radio buttons, check boxes; use scroll bar Use desktop icons, windows and menus to open applications and documents</p> <p>Word Processing Use a word processing application to write, edit, print and save simple assignments</p>	<p>See A4 & D6</p>

K-12 Blended and Online Learning

<p>Introductory Communication Plans</p>	<p>Students are required to ask and answer at least one question per module in the “help” discussion forum. Submitted weekly questions and answers will help generate class dialogue and added clarity regarding the assignments. Participation in the “help” discussion forum will also be used to inform the student’s participation grade. In accordance with the corresponding class syllabus, students, parents, or learning coaches should call, text, or email the instructor when forum explanations are not sufficient and additional help is needed. Additionally, students will be required to participate in module discussion forums and post reflective comments pertaining to the module topic.</p>	<p>See A4 B9 & B10</p>
<p>Universal Design Principles Considered</p>	<p>Multiple forms of representation included in the learning unit:</p> <ul style="list-style-type: none"> - Streaming media clips - Example: http://www.hectorsworld.com/island/main/episode_theatre_interior_01/ - Practice games – Example: http://humanservices.alberta.ca/teamheroes/intro.html <p>Multiple forms of expression included in the learning unit</p> <ul style="list-style-type: none"> - Module quizzes - Module discussions - Created written responses, original images, or audio commentary to demonstrate understanding of module content. <p>Multiple forms of engagement included in the learning unit:</p> <ul style="list-style-type: none"> - Required weekly “help” discussion forum participation. - Module quizzes - Module discussions - Communication with the teacher i.e. calls, texts, email or “help” discussion forum - Written and audio assignment directions provided to the students. See “help” discussion forum for teacher direction examples. 	<p>See B4</p>
<p>Number of Modules or Weeks</p>	<p>This online learning unit will last approximately six weeks. Modules will open on Monday mornings at 8:00 am and close at the end of the week on Sundays at 9:00 pm. *Note that the content has been condensed by two weeks.</p>	<p>See A3</p>

K-12 Blended and Online Learning

Module 1 Plan (Note: “module” and “lesson” used interchangeably) (Required for MOOC participants)		Self-Check
Module Objective(s)	<p>ISTE NETS-S 6c, Common Core State Standards K-12 Technology Skills Scope and Sequence recommended Digital Literacy Categories/Skills (see above): basic operations, word processing, multimedia and presentation tools, and communication and collaboration.</p> <p>At the end of this module, (TSWBAT):</p> <ul style="list-style-type: none"> - Access and view teacher created tutorial screencasts. - Access and post a written comment to Padlet. - Record an audio comment to Vocaroo. - Post an audio comment to Padlet. - Use their webcam to upload an image to Padlet. - Complete a “getting to know you” quiz/survey. - Post a written or audio comment to the weekly “help” discussion forum. 	See A1 & A2
Module Assessment(s)	<p>Students will be graded on their ability to create and post the following deliverables:</p> <ul style="list-style-type: none"> - Written Padlet comment - Audio Padlet comment - Uploaded image to Padlet - Completion of the “getting to know you” quiz/survey - Written or audio comment to the weekly “help” discussion forum 	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> 1. Students will view an introductory tutorial introducing the basic concepts of posting to and interacting with Padlet. 2. Students will view an introductory tutorial demonstrating how to post a written comment to Padlet. 3. Students will view an introductory tutorial demonstrating how to use Vocaroo to record and save an audio comment and then post the recording to Padlet. 4. Students will view an introductory tutorial demonstrating how to upload a webcam-captured image to Padlet. 5. Students will complete a “getting to know you” quiz/survey. 6. Students will post a written or audio comment asking or answering a question in the weekly “help” discussion forum. 	See A2 A3 B3 B4 & B10

K-12 Blended and Online Learning

Formative Evaluation & Feedback	Each of this orientation module's required deliverables will indicate student understanding of the basic concepts needed before progressing to the next module. Embedded in the "getting to know" you quiz will be a question asking which comment type is preferred by the student(s). This will help the instructor assess the learning style of the student(s).	See A3 C1 C3 & C5
Physical Learning Materials	None	See A3, A9, B1, B4, & B6
Digital Learning Objects	<ul style="list-style-type: none"> - Teacher created screencast tutorial videos - Teacher created "help" discussion forum - Teacher created orientation module Padlet page - Teacher created "getting to know you" quiz/survey. 	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students will be given a variety of direction including: visual screencast tutorials, audio directions, and written directions. Additionally, students will participate in oral, written, and visual expression challenges. Students with hearing impairments will benefit from closed captioned and subtitled YouTube hosted screencast tutorials. The teacher will provide as needed extra one on one instruction to students via Google Hangouts (see corresponding syllabus). Finally, modifications for students with limited English proficiency will be utilized for this learning unit.	See B1 B4 & B6

Module 2 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>ISTE NETS-S 1b, 2a, 2b, 4b, 5a, 5b, 6c RI.CCR.5 RI.1.5, SL.CCR.2 SL.1.2, W.CCR.6 W.1.6 Common Core State Standards K-12 Technology Skills Scope and Sequence recommended Digital Literacy Categories/Skills (see above): basic operations, word processing, multimedia and presentation tools, communication and collaboration, and digital citizenship.</p> <p>At the end of this module, (TSWBAT):</p> <ul style="list-style-type: none"> - Access and view a variety of streaming clips pertaining to basic Internet safety. - Participate in a reflective discussion by producing a written or audio comment in response to the corresponding streaming media introduced in the module. - Complete a short multiple-choice quiz assessing their understanding of the required streaming media clips. - Create an Internet safety pledge and post it to Padlet. - Create a written or audio comment responding to one peer’s Internet safety pledge. - Create a written or audio comment in the weekly “help” discussion forum. 	See A1 & A2
Module Assessment(s)	<p>Students will be graded on their ability to create and post the following deliverables:</p> <ul style="list-style-type: none"> - Written or audio comment(s) in response to the required viewings. - Completion of the quiz corresponding to the required viewings. - Creation of a written, visual, or audio Internet safety pledges. - Written or audio comment in the weekly “help” discussion forum 	See A2 A3 C1 C2 & C5

K-12 Blended and Online Learning

<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> 1. Students will watch a variety of streaming media clips discussing various Internet safety topics. 2. Students will create a written or audio comment in response to the required viewings. 3. Students will complete a corresponding short multiple-choice quiz. 4. Students will view example Internet safety pledges. 5. Students will create their own Internet safety pledge. 6. Students will comment on one peer's Internet safety pledge. 7. Students will post a written or audio comment asking or answering a question in the weekly "help" discussion forum. 	<p>See A2 A3 B3 B4 & B10</p>
<p>Formative Evaluation & Feedback</p>	<p>Student learning will be assessed by their performance on the module quiz. Additionally, student learning will be gauged by their reflective and peer comments and Internet safety pledges.</p>	<p>See A3 C1 C3 & C5</p>
<p>Physical Learning Materials</p>	<p>None</p>	<p>See A3, A9, B1, B4, & B6</p>
<p>Digital Learning Objects</p>	<ul style="list-style-type: none"> - Teacher created "help" discussion forum - Teacher created module Padlet page - The following streaming media clips will be used: Surfing Safely.com TumbleBook Little Red in Cyber Space TumbleBook Hector's World Episode 1: Details, Details... Hector's World Episode 5: "Heroes" Example Internet Safety Pledge idea for students 2nd example Internet Safety Pledge idea for students - Teacher created Google Forms quiz 	<p>See A3, A9, B1, B4, & B6</p>

K-12 Blended and Online Learning

Plans for Differentiation	Students will be given a variety of direction including: content rich streaming media clips, audio directions, and written directions. Additionally, students will participate in oral, written, and visual expression challenges. Students with hearing impairments will benefit from closed captioned and subtitled YouTube hosted screencast tutorials. The teacher will provide as needed extra one on one instruction to students via Google Hangouts (see corresponding syllabus). Finally, modifications for students with limited English proficiency will be utilized for this learning unit.	See B1 B4 & B6
---------------------------	--	----------------

Module 3 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>ISTE NETS-S 1b, 2a, 2b, 4b, 5a, 5b, 6c RI.CCR.5 RI.1.5, SL.CCR.2 SL.1.2, W.CCR.6 W.1.6 Common Core State Standards K-12 Technology Skills Scope and Sequence recommended Digital Literacy Categories/Skills (see above): basic operations, word processing, multimedia and presentation tools, communication and collaboration, and digital citizenship.</p> <p>At the end of this module, (TSWBAT):</p> <ul style="list-style-type: none"> - Access and view teacher created tutorial screencasts. - Access and use KidRex and Safe Search Kids. - Post an image or video artifact from their searches to the corresponding module Padlet page. - Post a written or audio comment indicating their preferred kid friendly search engine. - Post a fake strong password idea to the corresponding module Padlet page. - Create a written or audio comment in the weekly “help” discussion forum. 	See A1 & A2
Module Assessment(s)	<p>Students will be graded on their ability to create and post the following deliverables:</p> <ul style="list-style-type: none"> - Image or video hyperlinked/uploaded to the corresponding module Padlet page - Written or audio comment indicating search engine preference - Written fake strong password idea - Written or audio comment in the weekly “help” discussion forum 	See A2 A3 C1 C2 & C5

K-12 Blended and Online Learning

<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> 1. Students will view tutorial screencast videos on how to search safely using KidRex and Safe Search Kids. 2. Students will view a tutorial screencast on how to upload an image to Padlet. 3. Students will view a tutorial screencast on how to embed a YouTube clip to Padlet. 4. Students will conduct a simple search. Students will be tasked with finding their favorite animal. 5. Students will post a written or audio comment indicating which search engine they preferred using. 6. Students will watch streaming media clips about creating strong passwords. 7. Students will post a fake strong password idea to the corresponding module Padlet page. 8. Students will post a written or audio comment asking or answering a question in the weekly “help” discussion forum. 	<p>See A2 A3 B3 B4 & B10</p>
<p>Formative Evaluation & Feedback</p>	<p>Student learning will be assessed by their reflective and peer comments and ability to produce and post the required deliverables for the corresponding module.</p>	<p>See A3 C1 C3 & C5</p>
<p>Physical Learning Materials</p>	<p>None</p>	<p>See A3, A9, B1, B4, & B6</p>
<p>Digital Learning Objects</p>	<ul style="list-style-type: none"> - Teacher created “help” discussion forum - Teacher created screencast tutorial videos - Teacher created module Padlet page - The following streaming media clips will be used: Hector’s World Episode 7: “Oops!” 	<p>See A3, A9, B1, B4, & B6</p>
<p>Plans for Differentiation</p>	<p>Students will be given a variety of direction including: visual screencast tutorials, streaming media clips, audio directions, and written directions. Additionally, students will participate in oral, written, and visual expression challenges. Students with hearing impairments will benefit from closed captioned and subtitled YouTube hosted screencast tutorials. The teacher will provide as needed extra one on one instruction to students via Google Hangouts (see corresponding syllabus). Finally, modifications for students with limited English proficiency will be utilized for this learning unit.</p>	<p>See B1 B4 & B6</p>

Module 4 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>ISTE NETS-S 1b, 2a, 2b, 4b, 5a, 5b, 6c RI.CCR.5 RI.1.5, SL.CCR.2 SL.1.2, W.CCR.6 W.1.6 Common Core State Standards K-12 Technology Skills Scope and Sequence recommended Digital Literacy Categories/Skills (see above): basic operations, word processing, multimedia and presentation tools, communication and collaboration, and digital citizenship.</p> <p>At the end of this module, (TSWBAT):</p> <ul style="list-style-type: none"> - Access and view a variety of streaming clips pertaining to cyber-bullying and bullying. - Participate in a reflective discussion by producing a written or audio comment in response to the corresponding streaming media clips introduced in the module. - Complete a short multiple-choice quiz assessing their understanding of the required streaming media clips. - Create a written or audio comment in the weekly “help” discussion forum. 	See A1 & A2
Module Assessment(s)	<p>Students will be graded on their ability to create and post the following deliverables:</p> <ul style="list-style-type: none"> - Written or audio comment(s) in response to the required viewings. - Completion of the quiz corresponding to the required viewings. - Written or audio comment in the weekly “help” discussion forum 	See A2 A3 C1 C2 & C5

K-12 Blended and Online Learning

<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> 1. Students will access and view a variety of streaming clips pertaining to cyber-bullying and bullying. 2. Students will create a written or audio comment in response to the required viewings. 3. Students will complete a corresponding short multiple-choice quiz. 4. Students will view a teacher created tutorial about how to post a screenshot to Padlet. 5. Students will play S-Team Heroes episodes 1-5 until they obtain the completion certificate. 6. Students will post a screenshot of their screen when they obtain the S-Teams Heroes completion certificate. This screenshot will get posted to Padlet. 7. Students will post a written or audio comment asking or answering a question in the weekly "help" discussion forum. 	<p>See A2 A3 B3 B4 & B10</p>
<p>Formative Evaluation & Feedback</p>	<p>Student learning will be assessed by their performance on the module quiz and their posted deliverable of the S-Teams Heroes completion certificate. Additionally, student learning will be gauged by their reflective and peer comments.</p>	<p>See A3 C1 C3 & C5</p>
<p>Physical Learning Materials</p>	<p>None</p>	<p>See A3, A9, B1, B4, & B6</p>
<p>Digital Learning Objects</p>	<ul style="list-style-type: none"> - Teacher created "help" discussion forum - Teacher created screencast tutorial video - Teacher created module Padlet page - The following streaming media clips will be used: At a Distance – Standing up to cyber-bullying Hector's World Cyber-bullying Episode "You're Not Alone" Cyber-bullying by NSTeens Terrible tEXt by NSTeens - S-Team Heroes episodes 1-5 interactive website - Teacher created Google Forms quiz 	<p>See A3, A9, B1, B4, & B6</p>

K-12 Blended and Online Learning

Plans for Differentiation	Students will be given a variety of direction including: streaming media clips, audio directions, and written directions. Additionally, students will participate in oral, written, and visual expression challenges. Students with hearing impairments will benefit from closed captioned and subtitled YouTube hosted screencast tutorials. Interactive gameplay is included in this module to benefit all students, but especially those with challenges in attention. The teacher will provide as needed extra one on one instruction to students via Google Hangouts (see corresponding syllabus). Finally, modifications for students with limited English proficiency will be utilized for this learning unit.	See B1 B4 & B6
---------------------------	---	----------------

Module 5 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>ISTE NETS-S 1b, 2a, 2b, 4b, 5a, 5b, 6c RI.CCR.5 RI.1.5, SL.CCR.2 SL.1.2, W.CCR.6 W.1.6 Common Core State Standards K-12 Technology Skills Scope and Sequence recommended Digital Literacy Categories/Skills (see above): basic operations, word processing, multimedia and presentation tools, communication and collaboration, and digital citizenship.</p> <p>At the end of this module, (TSWBAT):</p> <ul style="list-style-type: none"> - Access and view a variety of streaming clips pertaining to personal information and how to handle situations with strangers on the Internet. - Participate in a reflective discussion by producing a written or audio comment in response to the corresponding streaming media clips introduced in the module. - Complete a short multiple-choice quiz assessing their understanding of the required streaming media clips. - Create a written or audio comment in the weekly “help” discussion forum. 	See A1 & A2
Module Assessment(s)	<p>Students will be graded on their ability to create and post the following deliverables:</p> <ul style="list-style-type: none"> - Written or audio comment(s) in response to the required viewings. - Completion of the quiz corresponding to the required viewings. - Written or audio comment in the weekly “help” discussion forum 	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> 1. Students will access and view a variety of streaming clips pertaining to personal information and how to handle situations with strangers on the Internet. 2. Students will create a written or audio comment in response to the required viewings. 3. Students will complete a corresponding short multiple-choice quiz. 4. Students will post a written or audio comment asking or answering a question in the weekly “help” discussion forum. 	See A2 A3 B3 B4 & B10

K-12 Blended and Online Learning

Formative Evaluation & Feedback	Student learning will be assessed by their performance on the module quiz. Additionally, student learning will be gauged by their reflective and peer comments.	See A3 C1 C3 & C5
Physical Learning Materials	None	See A3, A9, B1, B4, & B6
Digital Learning Objects	<ul style="list-style-type: none"> - Teacher created “help” discussion forum - Teacher created module Padlet page - The following streaming media clips will be used: Hector’s World Episode 2: “Welcome to the Carnival” Hector’s World Episode 3 “It’s a Serious Game” NSTeens “Friend or Fake?” - The interactive game: “Stop that Post” - Teacher created Google Forms quiz 	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students will be given a variety of direction including: streaming media clips, audio directions, and written directions. Additionally, students will participate in oral, written, and visual expression challenges. Interactive gameplay is included in this module to benefit all students, but especially those with challenges in attention. The teacher will provide as needed extra one on one instruction to students via Google Hangouts (see corresponding syllabus). Finally, modifications for students with limited English proficiency will be utilized for this learning unit.	See B1 B4 & B6

Module 6 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>ISTE NETS-S 1b, 2a, 2b, 4b, 5a, 5b, 6c RI.CCR.5 RI.1.5, SL.CCR.2 SL.1.2, W.CCR.6 W.1.6 Common Core State Standards K-12 Technology Skills Scope and Sequence recommended Digital Literacy Categories/Skills (see above): basic operations, word processing, multimedia and presentation tools, communication and collaboration, and digital citizenship.</p> <p>At the end of this module, (TSWBAT):</p> <ul style="list-style-type: none"> - Access and view teacher created tutorial screencast. - Complete a comprehensive multiple-choice test assessing their understanding of the module one through five content. - Post a written or audio comment with a project brainstorming idea. - Complete a final project demonstrating their understanding of the module one through five content. 	See A1 & A2
Module Assessment(s)	<p>Students will be graded on their ability to create and post the following deliverables:</p> <ul style="list-style-type: none"> - Completion of the comprehensive quiz. - Written or audio comment(s) with a brainstorming idea. - Completion a final project demonstrating their understanding of the module one through five content. 	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> 1. Students will access and view a teacher created tutorial screencast. The focus of the screencast will be providing students with presentation examples and ideas. 2. Students will complete a comprehensive multiple-choice test assessing their understanding of the module one through five content. 3. Students will post a written or audio brainstorming idea to the corresponding module Padlet page. *This will serve as the week's help discussion forum. 	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<p>Student learning will be assessed by their performance on the module quiz. Additionally, student learning will be gauged by their reflective and peer comments.</p>	See A3 C1 C3 & C5

K-12 Blended and Online Learning

Physical Learning Materials	None	See A3, A9, B1, B4, & B6
Digital Learning Objects	<ul style="list-style-type: none"> - Teacher created module Padlet page - Teacher created screencast tutorial video - Teacher created Google Forms quiz 	See A3, A9, B1, B4, & B6
Plans for Differentiation	<p>Students will be given a variety of direction including: teacher created screencast tutorials, audio directions, and written directions. Additionally, students will participate in oral, written, and visual expression challenges. The teacher will provide as needed extra one on one instruction to students via Google Hangouts (see corresponding syllabus). Finally, modifications for students with limited English proficiency will be utilized for this learning unit.</p>	See B1 B4 & B6