Digital Citizenship Curriculum K-8

By Ask a Tech Teacher©

Digital Citizenship Curriculum for K-8

By Ask a Tech Teacher© and the Structured Learning© Teaching Team

<u>Introduction</u>

Education has changed. No longer is it contained within four classroom walls or the physical site of a school building. Students aren't confined by the eight hours between the school bell's chimes or the struggling budget of an underfunded program.

Now, education can be found anywhere, by teaming up with students in Kenya or Skyping with an author in Sweden or chatting with an astrophysicist on the International Space Station. Students can use Google Earth to take a virtual tour of a zoo or a blog to collaborate on class research. Learning has no temporal or geographic borders, available wherever students and teachers find an internet connection.

This vast landscape of resources is offered digitally (more and more), freely (often), and equitably (hopefully), but to take that cerebral trek through the online world, children must know how to do it safely, securely, and responsibly. This used to mean limiting access to the internet, blocking websites, and layering rules upon rules hoping (vainly) that students would be discouraged from using an infinite and fascinating resource.

It didn't work.

Best practices now suggest that instead of cocooning students, we teach them to be good digital citizens, confident and competent in areas such as:

- *Cyberbullying*
- *Digital commerce*
- *Digital footprint*

- *Digital law—plagiarism, copyrights, fair use, public domain*
- *Digital privacy*
- *Digital rights and responsibilities*
- *Digital searches*
- *Digital security*

This book is your guide to digital literacy. Its theme is basic: What must our children know at what age to thrive in the community called the internet? It includes a plethora of resources (see appendix in the back). More than that, it provides a roadmap for blending these into a cohesive, effective student-directed cyber-learning experience. Overall, lessons accomplish ISTE goals to:

- *Advocate and practice safe, legal, and responsible use of information and technology*
- *Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity*
- *Demonstrate personal responsibility for lifelong learning*
- *Exhibit leadership for digital citizenship*

Each grade-level builds on prior years and includes:

- *Three-eight lessons per grade—46 in all*
- *One project to support each lesson—46 in all*
- *The Big Idea*
- *Essential question(s)*
- *Time required for each lesson*
- *Assessment strategies*
- *Over 140 links to online resources*

Additionally included are a collection of digital citizenship posters for the classroom.

There are lots of links in this book to resources that will extend the conversation. They're active in the digital ebook. In the print book, they can be found in the back few pages.

How to Use This Book

Lessons for each grade level can be taught in non-sequential order, blended into classroom discussion throughout the year knowing by the end, students have learned what they need to about Digital Citizenship. The best approach is to teach a topic as it naturally arises during classroom discussion so students constantly think about being good digital citizens. For example, when researching a class project, discuss internet search/research and image copyrights. It's easy to keep track of what's been taught because there's a blank line in front of each skill to be checked off when completed.

In between lessons, remind students:

- *Every time they go online, be good digital citizens*
- *Every time they log onto a site, be aware of privacy issues*
- *Every time they interact with others online, behave as they would in their own community*

Here's a list of topics covered per grade level:

Digital Citizenship Topics	K	1	2	3	4	5	6	7	8
Cyberbullying	x	x	x	x	x	x	x	x	x
Digital citizenship	x	x	x	x	x	x	x	x	x
Digital commerce					x		x	x	x
Digital communications				x		x	x	x	x
Digital footprint/Online presence			x	x	x	x	x	x	x
Digital law				x		x	x	x	x
Digital privacy				x	x	x	x	x	x
Digital rights/responsibilities	x	x	x	x	x	x	x	x	x
Digital search and research				x	x	x	x	x	x
Fair use, Public domain			X	x	x	x	x	x	x
Image copyright			x		x	x	x	x	x
Internet safety	x	x	x	x	x	x	x	x	x
Netiquette		x	x	x	x	x	x	x	x
Online Plagiarism				x	x	x	x	x	x
Passwords	x	x	x		x	x			
Social media						x	x	x	x
Stranger Danger	x	x	x						

What do all those terms mean? Here's Digital Citizenship 101:

Cyberbullying
Harassment that happens on the Internet.

Digital citizenship
Live in the digital world safely, responsibly, and ethically

Digital commerce
Electronic buying and selling of goods.

Digital communications
Electronic transmission of information including email, IM, SMS, chatrooms, forums, and multi-player games.

Digital footprint
Trail left in cyberspace by the use of digital communication

Digital law
Legal rights and restrictions governing technology use

Digital privacy
Protection of citizen information, reputation, and rights while using digital mediums

Digital rights/ responsibilities
Privileges and freedoms extended to all digital users and behavioral expectations that come with them. (Ribble & Bailey, 2007)

Digital search and research
Search and research that relies on online sources

Effective Passwords
Easy to remember but hard to guess.

Fair use
Legal use of copyrighted materials without permission of the owner provided the use is fair and reasonable, does not impair the value of materials, and does not curtail profits expected by owner

Image copyright
Exclusive legal right to reproduce, publish, sell, or distribute the matter and form of an image

Internet safety
Security of people and their information when using the Internet

Netiquette
Electronic 'etiquette' on the net

Online Plagiarism
Wrongful appropriation of another author's "language, thoughts, ideas, or expressions".

Online presence

An individual's collective existence online including any activity that takes place on the internet

Public domain
The realm embracing rights to online material that belong to the community at large, are unprotected by copyright or patent, and can be appropriated by anyone

Social media
Online platforms like Facebook by which individuals and communities create and share content.

Stranger Danger
Perceived danger by strangers

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About the Authors

Structured Learning© IT Team *is the premier provider of technology instruction books and ebooks to education professionals. All materials are classroom-tested, teacher-approved with easy-to-understand directions supported by online materials, websites, blogs, and co-teaching educator forums. Whether you are a new teacher wanting to do it right or a veteran educator looking for updated materials,* Structured Learning *and its team of tech ed professionals is there to assist you.*

Ask a Tech Teacher© *is an award-winning resource* blog *run by a group of technology teachers. It has more than 90,000 visitors a month in search of teaching materials and advice, offers oodles of free lesson plans, pedagogical conversation, website reviews and more. Its free newsletters and website articles are read by thousands, including teachers, homeschoolers, and anyone serious about finding the best way to maneuver the minefield of technology in education.*

Table of Contents

2nd Grade: How Do We Use the Internet Properly?

Big Idea
Internet usage requires respect

Overview

Time Required

 8 lessons, 20 minutes per lesson

Essential Questions

- *What are the rights and responsibilities of a Digital Citizen?*
- *What is 'cyberbullying'?*
- *What images can be copied from the internet?*
- *How do I protect my 'online presence'?*

Assessment Strategies

- *Observation—do students use the skills learned?*
- *Completion of projects*
- *Receipt of certificate in SafetyLand unit*
- *Transfer—students use knowledge in classes/life*
- *Track topics covered with graphic organizer at end of 6-8th Grade unit*

More Information:

- *Questions on lesson? Go to http://askatechteacher.com for help*
- *Most website links can be found at end of the book under 'Websites'.*
- *[Click](http://askatechteacher.wordpress.com/great-websites-for-kids/digital-citizenship/) (http://askatechteacher.wordpress.com/great-websites-for-kids/digital-citizenship/) for updates to website list*

Lesson 1—Digital Citizens

_____Gather students to review the meaning of **digital citizen**. Solicit ideas.

_____What are second graders' **digital rights and responsibilities?** Help students understand this includes many of the privileges they enjoy in the physical world as well as the obligations to play fair, be polite, and respect the rights of others.

_____Include a conversation about topics such as:

- *Act the same online as you'd act in your neighborhood*
- *Don't share personal information. Don't ask others for theirs. Respect their need for privacy.*
- *Be aware of your surroundings. Know where you are in cyberspace. Act accordingly*
- *Just as in your community, if you are kind to others, they will be kind to you*
- *Don't think anonymity protects you—it doesn't. You are easily found with an IP address. Discuss what that is.*
- *Share your knowledge. Collaborate and help others online.*
- *If someone is 'flaming' another, don't get involved. If you know the group, control the conversation within the limits of your abilities.*

> **Digital Citizen Project**
> *Draw a picture of yourself being a good digital citizen. Discuss what that might look like.*

_____Watch and discuss this video as a review (http://www.ikeepsafe.org/videos/?vid=fauxpaw_video).

_____Circle back on these concepts throughout the school year.

Lesson 2—Passwords

_____When students log onto the computer, discuss why they use a **password**.

_____Watch Password Rap.

_____Ask students to mentally pick a password. Is it one of these top 10 passwords from 2011 (according to Time Magazine):

1.	*Password*	5. *abc123*
2.	*123456*	6. *monkey*
3.	*12345678*	7. *1234567*
4.	*Qwerty*	8. *letmein*

_____ 9. *trustno1*   10. *dragon*

_____Why do students think so many people pick the same password?

_____Share a strategy for creating strong passwords:

- *use a phrase such as "I started 2nd grade at Washington Elementary in 2012" and use the first letter of each word for the password, like this: "Is2gaWEi2012."*
- *include different types of letters, numbers and special characters*
- *longer is better*
- *use different passwords for different accounts*

> **Password Project**
> *Students create a password using* _Password Bird_.

_____Circle back on these concepts throughout the school year.

Lesson 3—Internet Safety

_____Review last year's discussion on internet Bad Guys with this SafetyLand game. Tie into **Stranger Danger**. How can this apply to someone students can't see, will never meet?

_____Discuss these five rules of internet safety and secure student agreement (adapt them to your unique student group).

1. *Don't share personal information*
2. *Tell parents/teachers if student comes across online information that makes her/him uncomfortable.*

> **Internet Safety Project**
> *Have students create an image cube (from Big Huge Lab) of six examples of 'internet safety'.*

3. *Never meet someone met online without parental approval*
4. *Ignore messages that are mean or uncomfortable*
5. *Never download anything from strangers*

_____Circle back on these concepts throughout the school year.

Lesson 4—Cyberbullying

_____What is **cyber-bullying**? How is it like and different from playground bullying?

_____Why do people bully online? Help students come up with these reasons:

- *Anonymity*
- *Power*
- *Don't think they'll get caught*
- *Don't have to face the consequences of their actions*
- *Can't be a bully in real world*
- *Test out a 'bully' persona*
- *Provides an outlet for anger*
- *Been bullied themselves*

_____What should students do if they are cyberbullied? Use these ideas to spark a conversation:

- *Don't engage the ebully*
- *Cut off communications*
- *Say "no" to revenge*
- *Tell someone*

_____Review by watching Faux Paws Meets the First Lady (requires free download). Discuss as a class

_____Circle back on these concepts throughout the school year.

> **Cyberbullying Project**
> *Have students sit in groups and discuss their thoughts on the movie they watched. Then, bring the group together and discuss as a class.*

5th Grade: Digital Citizens and Internet Safety

Big Idea

Students can work safely in a digital world they don't wholly understand.

Overview

Time Required

   8 lessons, 45 minutes per lesson

Essential Questions

- *What is a 'digital footprint'?*
- *What is 'electronic communication'?*
- *What are the rights and responsibilities of a Digital Citizen?*
- *Why are safety precautions important when using the internet?*
- *What is social media?*
- *What are the implications of digital citizenship in today's world?*

Assessment Strategies

- *Observation that students use skills learned*
- *Students show evidence of transferring knowledge to life*
- *Quiz from BrainPop*
- *Blog posts (where appropriate)*
- *Completion of projects*
- *Track topics covered with graphic organizer at end of 6-8th Grade unit*
- *Receipt of certificate in [Digital Passport](#) on internet searches, electronic communications, cyberbullying, internet safety, and plagiarism and copyrights. Do either Digital Passport or Carnegie Cadets in fourth grade, and the other in fifth grade.*
- *Complete [Carnegie Cadets](#), covering email, cyber threats, cybercrimes, chat rooms, instant messaging, netiquette, cyberbullying, online data, searching the internet,*

copyrights/plagiarism, cell phones, and online reputation. Do Digital Passport or Carnegie Cadets in fourth grade, and the other in fifth.

More Information:

- *Questions on lesson? Go to http://askatechteacher.com for help*
- *Most website links can be found at end of the book under 'Websites'.*
- *Click (http://askatechteacher.wordpress.com/great-websites-for-kids/digital-citizenship/) for updates to website list*

Lesson 1—Digital Citizenship

_____Watch and discuss Digital Life 101. What's a 'digital life'?

_____Watch Tracking Theresa. This story can be disturbing so discuss it. Students should know that with proper precautions this won't happen to them.

_____Discuss **digital rights and responsibilities** including:

- *Act the same online as you'd act in your neighborhood*
- *Don't share personal information. Don't ask others for theirs. Respect their need for privacy.*
- *Be aware of your surroundings. Know where you are in cyberspace and act accordingly*
- *Always show your best side online. Just as in your community, if you are kind to others, they will be kind to you*
- *Anonymity doesn't protect you. Users are easily found with IP addresses*
- *Share your knowledge. Collaborate with others online.*
- *If someone is 'flaming' another, help to stop it if you can or leave.*

_____Basics: Digital Rights and Responsibilities are privileges and freedoms extended to digital users, and the behavioral expectations that come with them. Students who use internet resources are expected to do so ethically with a responsibility to keep it a safe, healthy environment for everyone

_____If using Digital Passport, go to Twalkers.

_____If using Carnegie Cadets, go to unit on netiquette

> **DigCit Project**
>
> *Write a blog post about what it means to be a citizen of the internet and what are the rights and responsibilities of a digital citizen. Use information from videos watched and class discussions.*

_____Circle back on these concepts throughout the year when appropriate.

internet search units

Lesson 5—Digital Law

_____Discuss the following concepts of Digital Law.
- *online plagiarism*
- *image copyrights*
- *fair use*
- *public domain*

_____Watch and discuss this Brainpop video (http://www.brainpop.com/english/writing/copyright/preview.weml).

_____Do students realize that all images on the internet are copyrighted? Review the summarized law on the poster under Second Grade.

_____What does '**plagiarism'** mean? Why should students credit original authors of information? What are the consequences?

_____Watch this Plagiarism video

_____I have found this is a confusing topic for students. Many have never considered that they can't take whatever they want from the internet. They don't equate teacher admonitions about 'plagiarism' with images. *Aren't they free—they're on the internet* is a common refrain. Discuss this until students are satisfied.

_____Watch and discuss Clicky's stolen song. Share Napster's story (Google if you don't know about this music sharing website)

_____Ask students how an artist could find people who stole their work. Try Tineye (http://www.tineye.com/), a reverse image search that will find the source of images. Drag and drop an image into this site to see where it's used. Try Google image search where students find the origins of a picture.

> ### Digital Law Project
> *Have students work in groups to create a 'How-to' video on how to use internet resources safely and legally. Use Screencast, Animoto or a comic creator like ZimmerTwins*

_____Wrap up with this video (http://www.youtube.com/watch?v=k8WpYAyq-bY)

_____Circle back on these concepts throughout the school year when appropriate.

_____If using Digital Passport, go to Mix n Mash to see the right way to collect information from the internet and give proper credit

_____If using Carnegie Cadets, go to copyright, plagiarism, online data units

Lesson 6—Social Media

_____Introduce a discussion of **Facebook, Twitter and social media**. What is it? Who uses it? Who has friends or siblings who do?

_____What does 'digital citizenship' have to do with social media?

_____What is the safest way to use social media? How can students judge the people that want to be friends? Does anyone have experience with family members on Facebook?

_____Discuss adult attitudes about Facebook. Do student parents understand social media? Technology in general? How many students think they know more about technology than their parents? Does this matter when students are making decisions about the use of online media?

_____As a general rule: Don't do anything online you can't tell parents about. Pretend they see/read/hear everything you say on social media.

_____Search 'facebook'+'fifth grade' (if appropriate) and share the scare stories you find. Yes, even in fifth grade, they're scary.

_____How about other forms of social media? Instagram? Multi-player games? Do students chat with friends/strangers on these online formats?

> ### Social Media Project
> _Use one of the books students are reading and have students set up a 'mock' Facebook page as though they were the main character. Include profile data, images, Likes, Friends, and status updates. Post on class wiki so students can comment, friend them, ask questions._

_____Circle back on these concepts throughout the year when appropriate.

_......_
Pages skipped

Lesson 7—Digital Footprint/Online Presence

_____What's a 'digital footprint'? Discuss this with students, with the goal a definition similar to:

A digital footprint is the amount of content, whether words, photographs, audio, or video, that is traceable back to a given individual. Parts of your digital footprint include photographs uploaded to sites like Flikr, blog posts attributed to you, video files you uploaded, posts you wrote on friends' Facebook Walls, and posts to your Facebook wall by your friends. Two things are most notable about the Digital Footprint 1) like all information on the Internet, it can be permanent; 2) more and more of us have begun to actively search out the digital footprint of our peers and are influenced by what we find, both in opinion and in action. (Credit: iKeepSafe.org)

_____Why is it important to have a positive digital footprint? When should students start using their proper name/photo rather than an avatar?
_____Take this quiz (http://www.safekids.com/quiz/)
_____Watch this video (http://youtu.be/79IYZVYIVLA) on how a digital footprint grows.
_____Google yourself and display results on Smartscreen (Do this prior to displaying it to be sure the results are appropriate).
_____Circle back on these concepts throughout the year when appropriate.
_____If using Digital Passport, go to the Share Jumper now.
_____If using Carnegie Cadets, go to units on chat rooms, cell phones, and instant messaging

> ### Digital Footprint Project
> _Have students search their name on the internet. Is the information accurate or wrong?_
>
> _Now search parent's name. How does this relate to 'digital footprint' and why is that important, even in fifth grade?_

Lesson 8—Electronic Communications

_____Watch this video about cell phones and IM/texting (http://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml)

_____When is it OK to text? Is it rude to text around other people? Do you see kids texting while with parents? [Watch this video](http://www.schooltube.com/video/31ce0fcb83a64139af1f/) (http://www.schooltube.com/video/31ce0fcb83a64139af1f/)

_____Discuss safe texting. Watch video on [safe texting](#).

_____Not paying attention is a serious issue with electronic communication. Kids who walk with their heads down as they text, talk, or play games aren't aware of their surroundings. This dangerous habit lingers as kids get older and begin to drive.

_____Why should students have cell phones? Have students cite reasons like:

- *for safety*
- *to contact parents*
- *'need'*
- *for emergencies*
- *for school research*

_____Why shouldn't students have cell phones:

- *They're distracting*
- *They're expensive*
- *Kids don't need them*
- *School doesn't allow them*

_____How many parents try to control cell phone use by:

- *limiting usage time*
- *limiting the plan*
- *having students share in cost*
- *setting up text-free zones, like dinner.*

_____Ask if controlling cell phone usage works. If not, what would?

_____Circle back on these concepts throughout the year whenever appropriate.

_____If using Digital Passport, go to Twalkers.

> ### DigCom Project
> *Have students create ads explaining 1)why fifth graders need cell phones, 2) why they don't. Use a video, Animoto, Voki— whatever makes the case.*

If you don't get through everything, check off completed items so you know what to get back to when you have time on later lessons. I find as I focus on the central idea of a lesson, clarifying questions sometimes take more time than I'd expect. I'm fine with that. There'll be lessons later that move faster than I planned.

6th – 8th Grade: Digital Citizenship 101

….
Units skipped

Lesson 3—Digital Footprint

_____Last year, students Googled their names to discover their digital footprint. Do this again. Has it changed?

_____Have students play ["A Tale of Two Footprints"](#) and blog about their online presence or lack of one. Which type of 'footprints' are they leaving?

> **Digital Footprint Project**
> *Create a map of where student goes digitally. Connect locations with 'footprints'. At the path's end, add a Tagxedo (shaped like a footprint) with all words and locations from map*

_____Remember: When writing online, use best skills. It is part of your digital footprint.

_____Circle back on these concepts throughout the year when appropriate.

Lesson 4—Electronic Communication

_____Electronic communication includes:
- *Email*
- *IMs*
- *Texting*
- *Cell phones*
- *Chat rooms*

_____Review email etiquette:
- *Use proper formatting, spelling, grammar*
- *CC anyone you mention*

- *Subject line is what your email discusses*
- *Answer swiftly*
- *Re-read email before sending*
- *Don't use capitals—THIS IS SHOUTING*
- *Don't leave out the subject line*
- *Don't attach unnecessary files*
- *Don't overuse high priority*
- *Don't email confidential information*
- *Don't email offensive remarks*
- *Don't forward chain letters or spam*
- *Don't open attachments from strangers*

_____Clarify terms like 'high priority', 'chain letters', and 'CC'. Why is correct grammar/spelling important in email and not so much with texting?

_____Email is required to open social network accounts as well as many online tools. Do students have one? Or use their parents?

_____Discuss 'spam'. What is it? Why is it sent? Cover these reasons:

- *It's a free way to find people interested in a product*
- *It's free advertising*
- *Sender earns money on 'click-through' (what's a 'click through'?)*
- *It gathers personal information*
- *It wears the receiver down until they finally order the product*
- *It spreads viruses that hurt computers (why do that?)*

_____What should students do when spam shows up in their email box?

_____When students get an email, follow this simple checklist:

- *Do you know the sender?*
- *Would the sender speak like they are in the email?*
- *Is the sender asking for personal information?*
- *Is there an attachment? If so, don't open it.*

_____When is it OK to IM/text? Is it rude to text around other people? [Watch this video](http://www.schooltube.com/video/31ce0fcb83a64139af1f/) (http://www.schooltube.com/video/31ce0fcb83a64139af1f/) and discuss.

_____Do schools allow cell phones? What are reasons teens should and shouldn't have one:

_____How many students' parents try to control cell phone use by:

- *limiting their time*
- *limiting the plan*
- *having student share the cost*
- *setting up text-free zones, like dinner.*

_____Does this work? If not, what would students suggest instead?

_____Discuss student responsibilities with cell phones, including:

- *Don't abuse them*
- *Don't overuse them*
- *Don't let them interfere with classwork*
- *Don't over-text*
- *Don't use them for academic dishonesty*
- *Don't use them for cyberbullying*
- *Don't use them to share inappropriate information*

> ### **Electronic Comm Project**
> *Create a PollDaddy poll. Students select all that apply to themselves:*
> - *I can use my cell phone any time I want*
> - *I often use my cell phone at meals*
> - *I often use my cell phone in the car*
> - *I have a limit on how much time I can spend on the phone*
> - *Other*
>
> *Embed in blog, wiki, or class website.*

_____Watch and discuss this [video] on digital communication. (http://www.schooltube.com/video/31ce0fcb83a64139af1f/). Kids who walk with their heads down as they text, talk, or play games aren't paying attention to their surroundings. This dangerous habit may linger as kids get older and begin to drive.

_____What about chat rooms? What are rules for chatting online? Include:

- *parents approve*
- *student shares nothing private*
- *student agrees to leave the site and tell an adult if it becomes uncomfortable.*
- *student never meets a person met online.*
- *student screen name includes nothing linkable to student*

_____Circle back on these concepts throughout the year when appropriate.

Cyberbulling

Digital Citizenship

Digital Commerce

Digital Comm

Digital footprint

Digital law

Digital privacy

Facebook

Fair use, Public domain

Image copyright

Internet safety

Netiquette

Plagiarism

Passwords

Social media

Digital Rights and Responsibilities

Fair use, Public domain

Digital search and research

Websites that teach Digital Citizenship

Link name and address for sites/text in this book

Name	Address
A Fair(y) Use Tale	http://www.youtube.com/watch?v=CJn_jC4FNDo&feature=youtu.be
A Tale of Two Footprints"	http://myfootprintsd.com/index.html
Avatar 1—a monster	http://www.thirteen.org/artopia/play.html
Avatar 2— Lego you	http://www.reasonablyclever.com/mini-mizers/classic-kid-safe-mini-mizer/
Avatar 3— animal	http://www.buildyourwildself.com/
Avatar 4— make me a hero	http://cpbherofactory.com/
Avatar 5— MadMen yourself	http://www.amctv.com/madmenyourself/
Avatar—Clay yourself	http://clayyourself.com/
Bad Guy Patrol	http://www.badguypatrol.ca/default.htm
Blogging for Kids	http://kidblog.org/home/
Brainpop Digital Citizenship	http://www.brainpop.co.uk/blog/tag/brainpop-uk-spotlights-2/
BrainPop Internet searches	http://www.brainpop.com/english/studyandreadingskills/internetsearch/preview.weml
BrainPop Internet sources	http://www.brainpop.com/english/writing/onlinesources/preview.weml
Brainpop— online safety	http://www.brainpop.com/technology/computersandinternet/onlinesafety/preview.weml
Broken Friendship	http://www.netsmartz.org/RealLifeStories/BrokenFriendship
Bullying— Watch this (videos)	http://www.pacerkidsagainstbullying.org/#/home
Carnegie Cadets— practice DC	http://www.carnegiecyberacademy.com/classroomMaterials.html
Carnegie's	http://www.carnegiecyberacademy.com/

CyberAcademy	
Chatting online	http://myfootprintsd.com/mysteriousMonkey.html?autostart=true&width=768&height=432
Chatting—Netsmartz—video	http://www.netsmartzkids.org/DanceAlong/AlysonStonerPSA
Citation Machine	http://citationmachine.net/index2.php
Clicky III	http://www.netsmartzkids.org/ClickysWebWorld/WebvilleOutlaws
Clicky's Quest	*http://www.netsmartzkids.org/AdventureGames/ClickysQuest*
Clicky's stolen song	http://www.netsmartz.org/NetSmartzKids/ClickysStolenSong
Clicky's Web(safe) World	http://www.netsmartzkids.org/ClickysWebWorld/WebvilleOutlaws
Clicky's Web(safe) World II	http://www.netsmartzkids.org/ClickysWebWorld/What2Do
Clicky's internet safety	http://www.netsmartzkids.org/LearnWithClicky
Clicky's Netsmartz Kids	http://www.netsmartzkids.org/AdventureGames/ClickysQuest
Clicky's II Netsmartz Kids	http://www.netsmartzkids.org/ClickysWebWorld/What2Do
Common Sense—cyberbullying	http://www.commonsensemedia.org/cyberbullying
Computer safety—videos	*http://thinkuknow.co.uk/5_7/hectorsworld/*
Creative Commons	http://search.creativecommons.org/
Curriculum: Understanding	http://www.google.com/edu/teachers/youtube/curric/
Cyberbullying	http://www.youtube.com/watch?v=fNumIY9D7uY&feature=youtu.be
Cyberbullying I	http://learninglab.org/
Cyberbullying video	http://www.brainpopjr.com/health/relationships/bullying/
Cyber-bullying—4 videos	http://tv.disney.go.com/disneychannel/commonsense/

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More SL Technology Books
for your Classroom

Which book?	Price (print/digital/ Combo)	How Many?
Kindergarten Tech Textbook	$18.99/$14.99/$30.99 + p&h	
1st Grade Tech Textbook	$22.99/$15.99/$34.99+ p&h	
2nd Grade Tech Textbook	$22.99/$17.99/$35.99+ p&h	
3rd Grade Tech Textbook	$24.99/$18.99/$39.99+ p&h	
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5th Grade Tech Textbook	$28.99/$21.99/$45.99+ p&h	
6th Grade Tech Textbook	$29.99/23.99/$48.99+ p&h	
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760+ Websites to Kickstart Tech Ed	$14.99 (digital only) + p&h	
Tech Ed Scope and Sequences	$14.99 (digital only) + p&h	
New Teacher Survival Kit (K-5)	$227.50/$178.78/$406.28+ p&h	
New Teacher Survival Kit (K-6)	$254.49/$200.37/$454.86+ p&h	
New Teacher Survival Kit (6-8)	$102.55/$94.45/$142+ p&h	
38 Web 2.0 Articles	$2.99 (digital only) + p&h	
	Total	

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