

ANESU Planning Tool

Grade Cluster 3 - 5

NETS Standard 5
Digital Citizenship
 Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

Performance Indicator A
 Advocate and practice safe, legal, and responsible use of information and technology.

Performance Indicator B
 Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity..

Performance Indicator C
 Demonstrate personal responsibility for lifelong learning.

Performance Indicator D
 Exhibit leadership for digital citizenship.

VT GE 3-5

Students become familiar with school Responsible Use Policies* and use resources accordingly.
 Students demonstrate an understanding of computer security risks and the importance of passwords.
 Students identify unsafe online behavior (incl. loss of privacy) and the consequences of unsafe behaviors including cyber bullying and harassment. Students recognize what should be reported and to whom.
 With teacher guidance, students understand copyright and plagiarism and cite sources in all work.

VT GE 3-5

Students use a variety of digital tools productively to accomplish academic tasks, collaborate with peers and make positive contributions to online communities.
 Students practice proper online etiquette.

VT GE 3-5

Students use technology to access information beyond the classroom.
 Students develop strategies to continue their learning through the use of current and emerging technologies.

VT GE 3-5

Students use digital tools and the Internet appropriately, leading by example and assisting peers when possible.

Examples

1. Students describe specifics of their school rules for using computers and the Internet including rationale and consequences.
2. Students identify risks that will affect their computer's operation
3. Students use online communication tools and discuss who reads these and the implications of inappropriate posts. Also, students explore ways to communicate positively, meaningfully, and helpfully.
4. Students discuss examples of negative online interaction (eg. harassment, bullying), their outcomes & consequences. Also, students explore ways of dealing with these negative interactions and ways of keeping themselves safe.
5. Students regularly give credit to creators of information and describe why it is important to do so.

*Responsible Use Policies refer to school or district policies on use of technology resources. Examples of computer security risks may include: viruses, spyware, adware, keyloggers, and SPAM

Examples

1. Students make positive contributions of writing or other digital products to a class presentation, web page or blog. Verbally they give constructive feedback to others.
2. Examples of digital tools above may include: drawing programs, sound and video editing software, slideshow programs and online communication tools such as blogs, wikis, web pages or collaborative tools such as Google Apps

Examples

1. With supervision, students access Internet resources regularly to help answer content-related questions and supplement classroom resources. This may include the development of Internet search strategies.
2. Students share tips, tricks and problem solving strategies with peers as they explore new applications.

Examples

1. Student Internet and application use is focused on academic goals.
2. Students self-monitor and support peers in responsible use of technology.
3. Students assist peers with tips and suggestions vs. grabbing the mouse and "driving for them"

Scenarios: The Big Picture

[Flying with Monarchs](#)

[School Playgrounds Around the World](#)

[Contributing to the Cloud](#)