

TEACHER PLANNING GUIDE: ICT Communications Essentials

Lesson 1: Using the Internet and the World Wide Web

Elements	Obj / Level	Technology / Resources	Files	Minutes
Lesson 1	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.1.7 2.1.8 2.1.9 ALL levels	Windows platform and Internet access are assumed. Resource links included in lesson text. Access to YouTube (instructor system) Word-processing software (student systems) Presentation software (student systems)		120-150
Bell Ringer: Define "Internet."	2.1.1 / BEG			5-10
Bell Ringer: List the top five reasons you might access the Internet.	2.1.1 / BEG			5-10
Bell Ringer: Define "World Wide Web." How is the World Wide Web different from the Internet?	2.1.6 / BEG			5-10
Bell Ringer: List some ways to communicate online. Which do you prefer and why?	2.1.8, 2.1.9 / BEG			5-10

Elements	Obj / Level	Technology / Resources	Files	Minutes
Bell Ringer: Compare dial-up Internet access to broadband Internet access.	2.1.2 / INT			5-15
Bell Ringer: Discuss this question: Is free Wi-Fi becoming more popular?	2.1.3 / INT			5-10
Bell Ringer: Give examples of how the Internet can help you learn.	2.1.9 / INT			5-10
Bell Ringer: Give an example of your favorite webpage.	2.1.9 / INT			5-15
Bell Ringer: Describe the process of obtaining a domain name.	2.1.4 / ADV			5-15
Bell Ringer: Predict the future of Internet use.	2.1.1 / ADV			5-10
Bell Ringer: Think of something you would like to do online that isn't possible yet. Then suggest ways to improve the Internet in the future.	2.1.9 / ADV			5-10
Bell Ringer: Suppose you are going to construct a class home page. What information might you want to share? Remember that this information could include text, images, drawings, sound and video. If time permits, sketch an example of a class home page.	2.1.9 / ADV			5-15

Elements	Obj / Level	Technology / Resources	Files	Minutes
Activity: Internet Connection Terms	2.1.2 / BEG	Internet Connection Terms worksheet Answer key provided		20-30
Activity: Internet Connection – Find-the-Fib Game	2.1.2 / ADV	Internet Connection – Find-the-Fib Game worksheet		30-45
Activity: What Is Required to Connect to the Internet?	2.1.2 / ALL	What Is Required to Connect to the Internet? Worksheet Answer key provided		10-20
Activity: Domain Names Scavenger Hunt	2.1.4 / ALL	Domain Names Scavenger Hunt worksheet Answer key provided		20-30
Activity: How Browsers Work	2.1.7 / ALL	How Browsers Work worksheet Access to http://www.text2mindmap.com Microsoft PowerPoint or other presentation software (optional)		30-40
Activity: Label a Web Page	2.1.9 / ALL	Label a Web Page worksheet Answer key provided		30-45
Lesson 1 Quiz	All lesson objectives All levels	Lesson 1 Quiz Answer key provided		20-30
			Total (Hours)	6.0-9.0

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Lesson 2: Searching the Web

Elements	Obj / Level	Technology / Resources	Files	Minutes
Lesson 2	2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.2.6 ALL levels	Windows platform and Internet access are assumed. Resource links included in lesson text. Access to YouTube (instructor system) Word-processing software (student systems) Presentation software (student systems)		120-150
Bell Ringer: Name your favorite search engine. Explain why you prefer it.	2.2.2 / BEG			5-10
Bell Ringer: How do users tell a search engine to show the results that they want?	2.2.1 / BEG			5-10
Bell Ringer: Define and compare copyright and fair use.	2.2.3 / BEG			5-10
Bell Ringer: Explain why information found online needs verification from multiple sources.	2.2.2 / INT			5-10
Bell Ringer: Indicate some ways to decide whether online information is reliable.	2.2.2 / INT			5-10

Elements	Obj / Level	Technology / Resources	Files	Minutes
Bell Ringer: Discuss ways you can avoid plagiarism.	2.2.3, 2.2.6 / ADV			5-15
Bell Ringer: Why is it unfair to use other people's work without giving them credit?	2.2.3, 2.2.6 / ADV			5-15
Activity: Internet Searching Techniques	2.2.1, 2.2.2 / BEG	Internet Searching Techniques worksheet		30-45
Activity: Favorite Sport Report	2.2.1, 2.2.2, 2.2.4, 2.2.5, 2.2.6 / INT	Favorite Sport Report worksheet Microsoft Word or other word-processing program Microsoft PowerPoint or other presentation software (optional)		30-45
Activity: Internet Scavenger Hunt	2.2.1, 2.2.2, 2.2.4, 2.2.5, 2.2.6 / ADV	Internet Scavenger Hunt worksheet Microsoft Word or other word-processing program		30-45
Activity: Evaluating a Website	2.2.1, 2.2.2, 2.2.4, 2.2.6 / ALL	Evaluating a Website worksheet Microsoft Word or other word-processing program		30-45
Activity: Evaluating a Website - Advanced	2.2.1, 2.2.2, 2.2.4, 2.2.6 / ADV	Evaluating a Website - Advanced worksheets Microsoft Word or other word-processing program (optional)		30-45
Activity: Protected by Copyright	2.2.3 / ALL	Protected by Copyright worksheet Answer key provided		30-45

Elements	Obj / Level	Technology / Resources	Files	Minutes
Activity: Creative Project — Copyright and Fair Use	2.2.1, 2.2.2, 2.2.3, 2.2.4 / ALL	Creative Project — Copyright and Fair Use worksheet Choose from available software options: -Microsoft Word or other word-processing program -Microsoft PowerPoint or other presentation program -Windows Movie Maker, Animoto or other movie program -Glogster or other graphics program -Audacity or other podcast program		45-60
Case Study: Web Research — The Good, the Bad, the Biased (Group)	2.2.1 2.2.2 2.2.4 2.2.6 All levels	Case Study: Web Research — The Good, the Bad, the Biased worksheet Students will use skills learned throughout the lesson to research a topic online, write a paper about it, and cite the sources used. Students are asked to save and e-mail the research paper as directed. The e-mail step may be completed using a kid-safe email system such as ZillaDog (http://zilladog.com/teacherfeature.aspx).		45-60
Lesson 2 Quiz	All lesson objectives All levels	Lesson 2 Quiz Answer key provided		20-30
			Total (Hours)	7.0-10.0

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Lesson 3: Internet Life and Privacy

Elements	Obj / Level	Technology / Resources	Files	Minutes
Lesson 3	2.3.1 2.3.2 2.3.3 2.3.4 2.3.5 ALL levels	Windows platform and Internet access are assumed. Resource links included in lesson text. Access to YouTube (instructor system) Word-processing software (student systems) Presentation software (student systems)		120-150
Bell Ringer: Define “netiquette.”	2.3.4 / BEG			5-10
Bell Ringer: Define “cyberbullying.” Share your experience with bullying or cyberbullying.	2.3.3 / BEG			5-10
Bell Ringer: Identify the types of information that you would consider personal.	2.3.2, 2.3.4 / INT			5-10
Bell Ringer: Explain the importance of the Acceptable Use Policy (AUP).	2.3.5 / INT			5-10
Bell Ringer: Define “digital footprint.”	2.3.1 / ADV			5-10

Elements	Obj / Level	Technology / Resources	Files	Minutes
Bell Ringer: Reflect on your own experiences. Name a time when you either chose to give up your privacy or were required to do so.	2.3.1 / ADV			5-15
Bell Ringer: Suppose you lost your mobile device today and it had no password protection. What information on your device would you be most worried about?	2.3.1 / ADV			5-15
Bell Ringer: Describe how your personal Internet experience might be different without anti-virus protection.	2.3.2, 2.3.4 / ADV			5-15
Optional activity: How Malware Works	2.3.2, 2.3.4 / ALL	How Malware Works worksheet		
Activity: My Digital Log	2.3.1, 2.3.4 / ALL	My Digital Log worksheet You may wish to create an electronic version of the tracking table for student use or locate safe mobile apps. The Group Digital Log and Digital Footprint Map builds on this activity.		15-20

Elements	Obj / Level	Technology / Resources	Files	Minutes
Activity: Group Digital Log	2.3.1, 2.3.4 / ADV	Group Digital Log worksheet This team activity builds on the My Digital Log activity. Students are asked to assign roles within their team and create a graph of their combined digital log data. You may wish to demonstrate the use of the online graphing resource Create a Graph (http://nces.ed.gov/nceskids/createagraph/) or use an alternative method. Microsoft Word, Microsoft PowerPoint or other program for creating a graph-type chart, such as http://nces.ed.gov/nceskids/createagraph/		30-45
Activity: Digital Footprint Map	2.3.1 / ALL	Digital Footprint Map worksheet This activity builds on the My Digital Log activity. Students are asked to create a visual or online map using a variety of resources. You may wish to demonstrate the resources or adjust the instructions to suit your needs. The Online Digital Footprint Map builds on this activity. Graphics software for creating a visual "digital footprint"		20-30
Activity: Online Digital Footprint Map	2.3.1 / ADV	Online Digital Footprint Map worksheet This activity builds on the Digital Footprint Map activity. Graphics software for creating a visual "digital footprint" Free website builder, such as http://www.wix.com/ or http://www.weebly.com/		30-45 (optional extension)
Activity: Build a Secure Online Identity	2.3.2, 2.3.4 / ALL	Build a Secure Online Identity worksheet		20-30
Activity: Cyberbullying 10-Tip Plan	2.3.3 / ALL	Cyberbullying 10-Tip Plan worksheet The Cyberbullying 10-Tip Plan – Advanced builds on this activity.		30-45

Elements	Obj / Level	Technology / Resources	Files	Minutes
Activity: Cyberbullying 10-Tip Plan - Advanced	2.3.3 / ADV	Cyberbullying 10-Tip Plan – Advanced worksheet This activity builds upon the Cyberbullying 10-Tip Plan team activity. Graphics and/or presentation software for creating a visual “Cyberbullying 10-Tip Plan” Free website builder, such as http://www.wix.com/ or http://www.weebly.com/		30-45 (optional extension)
Activity: Acceptable Use Responsibilities Project	2.3.5 / ALL	Acceptable Use Responsibilities Project worksheet A copy of the Acceptable Use Policy (AUP) for your school or one found on the Internet. Choose from available software options: -Microsoft Word or other word-processing program -Microsoft PowerPoint or other presentation program -Windows Movie Maker, Animoto or other movie program -Glogster or other graphics program		30-45
Case Study: Attacked from All Sides	2.3.3 / ALL	Case Study: Attacked from All Sides worksheet Students work in groups to discuss and formulate opinions about a cyberbullying scenario.		20-30
Lesson 3 Quiz	All lesson objectives All levels	Lesson 3 Quiz Answer key provided		20-30
			Total (Hours)	5.5-8.5

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Lesson 4: Creating Content for the Web

Elements	Obj / Level	Technology / Resources	Files	Minutes
Lesson 4	2.4.1 2.4.2 2.4.3 2.4.4 2.4.5 2.4.6 2.4.7 ALL levels	Windows platform and Internet access are assumed. Resource links included in lesson text. Access to YouTube (instructor system) Word-processing software (student systems) Presentation software (student systems)		120-150
Bell Ringer: Define “inverted pyramid.”	2.4.3 / BEG			5-10
Bell Ringer: Why should important information appear first on a Web page?	2.4.1, 2.4.3 / BEG			5-10
Bell Ringer: Explain specific strategies that can help students write good content for the Web.	2.4.2 / INT			5-10
Bell Ringer: Describe how reading a Web page is different from reading a printed page.	2.4.1 / INT			5-10

Elements	Obj / Level	Technology / Resources	Files	Minutes
Bell Ringer: Identify the steps students can use to generate and organize ideas for the content of their Web pages.	2.4.2, 2.4.5 / ADV			5-10
Bell Ringer: Consider reasons why a reader might not want to read a Web page that contains too much information.	2.4.1 / ADV			5-15
Activity: Writing Effective Web Content — Venn Diagram	2.4.1, 2.4.2, 2.4.4 / BEG	Writing Effective Web Content — Venn Diagram worksheet Microsoft Word or other word-processing program You may consider directing students to use documents created in other activities in the course, such as the Favorite Sport Report or the team Cyberbullying 10-Tip Plan activities.		15-20
Activity: Writing Effective Web Content — HTML	2.4.1, 2.4.2, 2.4.4, 2.4.5 / INT	Writing Effective Web Content — HTML Students are instructed to evaluate and rewrite an existing webpage article using word-processing software. Microsoft Word or other word-processing program Encyclopedia Britannica		20-35

Elements	Obj / Level	Technology / Resources	Files	Minutes
Activity: Writing Effective Web Content — Online	2.4.1, 2.4.2, 2.4.4, 2.4.6 / ADV	Writing Effective Web Content — Online worksheet This is a team activity. Students are instructed to evaluate and rewrite an existing webpage article using word-processing software. The revised article is then posted to a new webpage using an online tools such as Wikispaces, Wix, or Weebly. Microsoft Word or other word-processing program National Geographic Kids Free website builder, such as http://www.wix.com/ or http://www.weebly.com/		30-40
Lesson 4 Quiz	All lesson objectives All levels	Lesson 4 Quiz Answer key provided		20-30
			Total (Hours)	3.0-5.0

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Lesson 5: Communicating Using E-Mail

Elements	Obj / Level	Technology / Resources	Files	Minutes
Lesson 5	2.5.1 2.5.2 2.5.3 2.5.4 2.5.5 2.5.6 2.5.7 2.5.8 ALL levels	Windows platform and Internet access are assumed. Resource links included in lesson text. Access to YouTube (instructor system) Word-processing software (student systems) Presentation software (student systems)		120-150
Bell Ringer: Define "e-mail."	2.5.1 / BEG			5-10
Bell Ringer: Define "spam."	2.5.8 / BEG			5-10
Bell Ringer: Compare traditional mail to electronic mail.	2.5.1, 2.5.2, 2.5.3 / INT			5-10
Bell Ringer: Explain why e-mail attachments can be dangerous.	2.5.5, 2.5.8 / INT			5-10
Bell Ringer: Identify types of e-mail scams that users might encounter.	2.5.8 / ADV			5-10

Elements	Obj / Level	Technology / Resources	Files	Minutes
Bell Ringer: Give examples of appropriate ways to compose and respond to e-mail communications.	2.5.7 / ADV			5-15
Activity: Compose an E-Mail Message	2.5.3, 2.5.4, 2.5.7 / ALL	Compose an E-Mail Message worksheet May be completed online using a kid-safe email system such as ZillaDog (http://zilladog.com/teacherfeature.aspx)		30-40
Activity: Parts of an E-Mail Message	2.5.3 / BEG	Parts of an E-Mail Message worksheet Answer key provided		15-20
Activity: E-Mail Address Book	2.5.6 / ALL	E-Mail Address Book worksheet Microsoft Word or other word-processing program May be completed online using a kid-safe email system such as ZillaDog (http://zilladog.com/teacherfeature.aspx)		30-40
Activity: E-Mail Etiquette and Safety Learning Log	2.5.8 / ALL	E-Mail Etiquette and Safety Learning Log worksheet E-Mail 101, Tips for E-Mail Success May be completed online using a kid-safe email system such as ZillaDog (http://zilladog.com/teacherfeature.aspx)		30-40
Activity: E-Mail Etiquette and Safety Learning Log — Advanced Extension	2.5.8 / ADV	E-Mail Etiquette and Safety Learning Log — Advanced Extension worksheet		30 (optional extension)
Activity: Traditional vs. Electronic Mail	2.5.1, 2.5.2 / INT	Traditional vs. Electronic Mail worksheet Snail Mail vs. Email Microsoft Word or other word-processing program or http://www.readwritethink.org/files/resources/interactives/venn_diagrams/		15-20

Elements	Obj / Level	Technology / Resources	Files	Minutes
Activity: Classroom Guide to E-Mail Etiquette and Safety	2.5.8 / ADV	Classroom Guide to E-Mail Etiquette and Safety worksheet Basics- Q8 Email Etiquette videos listed in the Video Resources section. (Specific videos specified in activity.) http://www.21things4students.net/21/1-basics/q8-email-etiquette/ Headphones or speakers are required. Choose from available software options: -Microsoft Word or other word-processing program -Microsoft PowerPoint or other presentation program -Windows Movie Maker, Animoto or other movie program -Glogster or other graphics program		30-45
Lesson 5 Quiz	All lesson objectives All levels	Lesson 5 Quiz Answer key provided		20-30
			Total (Hours)	5.0-7.0