



2.	<b>Sending Emails</b>	<p>2. Students begin to understand the basics of email (subject line, email address, all capital letters = shouting etc...).</p>	<p>2. Students compose simple emails including a subject.  <b>2B.</b> Students understand email is a form of letter writing and begin to identify differences between effective and ineffective email communication.</p>	<p>2. Students compose more complex emails including attachments and photos. They are introduced to the various fields in an email (“Reply”, “Reply All”, “CC”, “BCC” etc.).  <b>2B.</b> Students communicate effectively by email and understand that facial and vocal cues are absent.  <b>2C.</b> Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)  <b>2D.</b> Students include their name at the end of their email message.</p>	<p>2. Students compose more complex emails including attachments and photos. They use the various fields in an email (“Reply”, “Reply All”, “CC”, “BCC” etc.) correctly.  <b>2B.</b> Students communicate effectively by email and understand that the recipient of the email will dictate what type of email is appropriate (ex. sending an email to a friend is different than sending an email to a teacher).  <b>2C.</b> Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)</p>	<p>2. Students compose more complex emails including attachments and photos. They use the various fields in an email (“Reply”, “Reply All”, “CC”, “BCC” etc.) correctly.  <b>2B.</b> Students communicate effectively by email and understand that the recipient of the email will dictate what type of email is appropriate (ex. sending an email to a friend is different than sending an email to a teacher).  <b>2C.</b> Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)</p>
3.	<b>Texting</b>			<p><b>3.</b> Students are introduced to text messaging. They understand that it is a form of communication.</p>	<p><b>3.</b> Students compose text messages and understand that the recipient of the message will dictate what type of email is appropriate (ex. sending a text to a friend is different than sending a text to a teacher).  <b>3B.</b> Students understand that what they write, once sent, cannot be unsent.  <b>3C.</b> Students must introduce themselves when sending a text message to a new person</p>	<p><b>3.</b> Students compose text messages and understand that the recipient of the message will dictate what type of email is appropriate (ex. sending a text to a friend is different than sending a text to a teacher).  <b>3B.</b> Students understand that what they write, once sent, cannot be unsent.  <b>3C.</b> Students must introduce themselves when sending a text message to a new person</p>

4.

<b>Recognizing Commercial Intentions</b>	<p><b>4.</b> Students are introduced to pop-ups (online, on the computer, in apps etc). They learn that they should ignore them.</p> <p><b>4B.</b> Students understand that the purpose of online advertising is to make visitors want to buy products.</p>	<p><b>4.</b> Students ignore pop-ups and tell a safe adult.</p> <p><b>4B.</b> Students examine media texts provided by the teacher and evaluate whether the message has commercial intentions.</p> <p><b>4C.</b> Students understand that the purpose of online advertising is to make visitors want to buy products.</p>	<p><b>4.</b> Students ignore pop-ups and tell a safe adult.</p> <p><b>4B.</b> Students identify different kinds of advertisements on websites.</p> <p><b>4C.</b> Students understand that the purpose of online advertising is to make visitors want to buy products.</p> <p><b>4D.</b> Students understand that the ads online are created to target them.</p>	<p><b>4.</b> Students recognize the more subtle forms of advertisements.</p>	<p><b>4.</b> Students recognize the more subtle forms of advertisements.</p>
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## AWARENESS

	Students begin to become aware of their responsibilities when using technology.	Students understand that they have responsibilities and protocols to follow when using technology.	Students understand that the decisions they make when using technology have an impact on themselves and others.	Students have a deeper understanding of the importance of being good digital citizens.	Students have a clear understanding of the importance of being safe, ethical and responsible users of technology.	
Topic	K - Cycle	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2	
5.	<b>Etiquette</b>	<p>5. Students begin to be aware of others when using technology (example: volume of voice, volume of device, volume of apps).</p> <p><b>5a.</b> Students know the do's and don'ts of good manners and that they can be extended to using technology and the internet.</p>	<p>5. Students understand that they need to ask permission to take and post photos of others and state the intended purpose for the videos/photos</p> <p><b>5a.</b> Students demonstrate the appropriate manners with regards to using digital technology.</p>	<p>5. Students understand the implications when taking digital videos/photos.</p> <p><b>5a.</b> Students need to ask for permission and state the intended purpose for the videos/photos.</p>	<p>5. Students understand the implications when taking digital videos/photos. They use a photo release for this purpose.</p> <p><b>5B.</b> Students are introduced to Canadian Law regarding videotaping and photo taking.</p>	<p>5. Students understand the implications when taking digital videos/photos. Students need to ask for permission as well and state the intended purpose for the videos/photos. They use a photo release for this purpose.</p> <p><b>5B.</b> Students are introduced to Canadian Law regarding videotaping and photo taking.</p>
6.	<b>Rights &amp; Responsibilities *</b>	<p>6. Students begin to understand that they must earn their rights with technology and discuss what a responsibility is. They should understand that the technology is a privilege</p> <p><b>6B.</b> Students are introduced to the notion that there are limits to the use of digital technology (when, what, and where they are able to use the technology).</p>	<p>6. Students are introduced to the <u>LBPSB charter of rights and responsibilities.</u></p> <p><b>6B.</b> Students understand that using the technology is not a right; it is a privilege with responsibilities attached.</p>	<p>6. Students understand the <u>LBPSB charter of rights and responsibilities.</u></p> <p><b>6B.</b> Students understand that good digital citizens are responsible and respectful in the digital world (and beyond).</p>	<p>6. Students understand the <u>LBPSB charter of rights and responsibilities.</u></p> <p><b>6B.</b> Students understand that they have to navigate the digital world responsibly and respectfully.</p>	<p>6. Students understand the <u>LBPSB charter of rights and responsibilities.</u></p>

7.

<p style="text-align: center;"><b>Cyberbullying</b></p>	<p><b>7.</b> Students are introduced to the concept of cyberbullying. Students understand that to hurt someone's feelings online is not acceptable.</p>	<p><b>7.</b> Students understand the consequences of online bullying and what to do when they encounter a cyberbullying situation. <b>7B.</b> Students learn that they should not enable the bully by being a bystander.</p>	<p><b>7.</b> Students are introduced to the notion that there are legal consequences to cyberbullying. <b>7B.</b> Students understand that they may be victims of cyberbullying through different forms of digital communication and learn how to handle those situations. <b>7C.</b> Students learn that they should not enable the bully by being a bystander.</p>	<p><b>7.</b> Students understand the legal implications of cyberbullying. <b>7B.</b> Students evaluate and assess case studies and video vignettes relating to cyberbullying (issues relating to sexting, *bullycide,* homophobia) <b>7C.</b> Students are made aware of the many resources and services that are available to them for support.</p>	<p><b>7.</b> Students understand the legal implications of cyberbullying. <b>7B.</b> Students examine the charter of rights and freedoms* (criminal and civil law)</p>
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## INFORMATION LITERACY

	Students begin to use the internet to gain information.	Students use a variety of strategies to gain information and to organize their learning.	Students' ability to gather information becomes more discriminate and more effective.	Students' ability to gather information continues to become more discriminate and more effective.	Students' ability to gather information continues to become more discriminate and more effective. Students consistently use a range of tools and strategies.
Topic	K - Cycle 1	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2
8.	8. Students are introduced to appropriate sites provided by the teacher.	8. Students are introduced to online directories and simple search engines designed for children. 8a. Students are introduced to the concept that different search sites offer different features and ways of searching. 8b. Students begin to learn strategies for locating information. 8c. Students are introduced to the concept of keywords.	8. Students understand that sources can give a basic summary of topics and how they can use their first sources to find even more information. 8a. Students begin using the advanced search* functions in search engines. 8b. Students continue to develop search strategies and identifying keywords.	8. Students are introduced to the differences between search engines,* directories,* and databases*. 8a. Students use the advanced search* functions in search engines. They become familiar with Boolean operators and continue working on identifying good keywords.	8. Students apply a variety of strategies for locating information using search engines, directory sites and online databases. 8a. Students understand the differences between search engines,* directories,* and databases*. 8b. Students use the advanced search* functions in search engines. They become familiar with Boolean operators and continue working on identifying good keywords.
9.	9. Students begin to be aware that they cannot believe everything that they see.	9. Students discuss what makes a good website. 9B. Students explore, evaluate and compare websites suggested by the teacher. 9C. Students begin to be aware that the information of similar sites could vary.	9. Students discuss what makes a good website. 9B. Students are able to begin to make critical judgments of the sites they are using. 9C. Students use multiple sites when researching.	9. Students use multiple sites when researching. 9B. Students distinguish the difference between domain names*. 9C. Students begin to learn how to distinguish if the information is accurate/reliable* on various websites.	9. Students learn how to distinguish whether or not information on various websites is reliable* and relevant by looking at the authority, currency, accuracy, scope, purpose, objectivity and intended audience of a site. 9B. Students select the type of sources that are most appropriate for the topic.

10.	Organizing information	10. Students are introduced to various ways of organizing information.	10. Students learn how to keep track of sites used for their work (copying and pasting URLs or bookmarking).	10. Students are introduced to online bookmarking*. 10B. Students are introduced to how they can share their bookmarks using social bookmarking* websites 10C. Students are introduced to online highlighting and note-taking tools. 10D. Students are introduced to social bookmarking online "lists" by using lists created by their teachers.	10. Students continue to explore the use of social bookmarking and online tools for organizing and note taking. 10D. Students begin to use social bookmarking online "lists" created by themselves and continue to use lists created by their teachers.	10. Students keep track of all online sources. 10B. Students work collaboratively online by sharing resources through social bookmarking. 10C. Students use online tools for note taking and organizing information. 10D. Students use social bookmarking online "lists" created by themselves.
11.	Copyright and Downloading	11. Students are introduced to appropriate websites for images. 11B. Students are introduced to the concept that someone created the things that are available on the internet	11. Students highlight and copy the URL* when taking information or images from websites. 11B. Students understand a simplified explanation of what intellectual property* is. 11C. Students understand the concept of downloading and pirating. What is right and wrong?	11. Students define plagiarism. 11B. Students understand the implications of plagiarism. 11C. Students learn how to use other people's work appropriately and are introduced to how to write a simple citation*. 11D. Students begin to understand ethical implications of stealing intellectual property*	11. Students are introduced to issues of copyright. 11B. Students are introduced to copyright-friendly resources e.g. (creative commons*) 11C. Students are introduced to standardized referencing formats (APA, MLA, etc). 11D. Students understand ethical implications of stealing intellectual property*	11. Students understand how copyright applies in different situations. 11B. Students understand and are able to apply copyright-friendly licensing standards (e.g. Creative Commons) 11C. Students cite their sources using a standardized referencing format (APA, MLA, etc). 11D. Students understand ethical and legal implications of stealing intellectual property*
12.	Buying and selling goods online	12. Students are introduced to the concept of buying and selling online. Students understand that they must ask permission before they click to purchase something.	12. Students are re-introduced to the concept of buying goods online, focusing on appropriate purchases for this age (for example: books, MP3, Apps, movies) 12B. Students are aware that there could be serious consequences to the exchange of money online.	12. Students understand the pros and cons of buying and selling of online goods. 12B. Students know how to be critical consumers (example: cost of mobile contracts and internet).	12. Students understand the pros and cons of buying and selling of online goods. 12B. Students know how to be critical consumers (example: cost of mobile contracts and internet). 12C. Students begin to read the terms and conditions associated with websites for buying and selling goods online.	12. Students understand how they can buy and sell online goods and services looking by becoming critical of the websites that are available (eg. Ebay, Amazon, Craigslist, Facebook Marketplace). 12B. Students read and understand the terms and conditions associated with websites for buying and selling goods online.

## SAFETY AND HEALTH

13.

	Students begin to understand the importance of online safety.	Students have a clear understanding of the rules of internet safety.	Students take responsibility for the creation and safety of their passwords and personal information.	Students begin to understand the dangers of online behaviours of a sexual nature.	Students clearly understand the dangers of online behaviours of a sexual nature.
Topic	K - Cycle 1	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2
<b>Online Security/Safety*</b>	<p><b>13.</b> Students should understand that if they are approached by someone they don't know or they don't trust online they need to tell an adult.</p> <p><b>13B.</b> Students begin to understand that they should not share their passwords with their friends, only with their teacher or parent.</p>	<p><b>13.</b> Students are introduced to idea that they should not be answering questions or giving out personal information online.</p> <p><b>13B.</b> Students understand that they do not share their passwords with their friends, only with their teacher or parent.</p> <p><b>13C.</b> Students understand how passwords are used and begin to learn how to manage their passwords.</p> <p><b>13D.</b> Students are introduced to what spam* is and what forms it takes.</p>	<p><b>13.</b> Students begin to identify strategies for creating and protecting secure passwords and create their own passwords.</p> <p><b>13B.</b> Students understand the functions of passwords.</p> <p><b>13C.</b> Students understand that their personal information can be easily copied and used by identity thieves* if not protected properly.</p> <p><b>13D.</b> Students are introduced to what spam* is and what forms it takes.</p> <p><b>13E.</b> Students begin to understand that they should not be answering questions or giving out personal information online.</p>	<p><b>13.</b> Students begin to understand the dangers of online flirting and sexting*</p> <p><b>13B.</b> Students understand how they can identify and avoid unwanted online contact.</p> <p><b>13C.</b> Students learn strategies for managing their passwords.</p> <p><b>13D.</b> Students understand the importance of using and creating complex passwords and protecting their personal information.</p> <p><b>13E.</b> Students understand that only some types of information are safe to share online.</p> <p><b>13F.</b> Students begin to understand how to read and use online privacy terms*.</p>	<p><b>13.</b> Students understand the dangers of online flirting and sexting*</p> <p><b>13B.</b> Students understand how to read and use privacy terms*</p> <p><b>13C.</b> Students understand how and why visitors collect information to their websites</p>

14.	Privacy and Digital Footprints*	14. Students are introduced to the concept of privacy.	14. Students begin to understand the concept of privacy and what they should and should not be sharing when they are using digital technology. 14B. Students define the concept of having a "Digital Footprint".	14. Students define the concept of having a "Digital Footprint". 14B. Students begin to understand the long term implications of having "Digital Footprints."	14. Students learn that their "Digital Footprint" information can be searched, copied and passed onto a larger audience. 14B. Students understand the long term implications of having "Digital Footprints." 14C. Students recognize that their "Digital Footprint" can impact their reputation.	14. Students learn how their "Digital Footprint" can affect their future opportunities in the workplace and education.
15.	Pornography/Violence	15. Students are introduced to how to react when they see content that makes them feel uncomfortable. They learn they should close it and tell a safe adult.	15. Students understand that they should close content that makes them uncomfortable and tell a safe adult.	15. Students begin to understand the concept of sexting* and discuss legal and ethical implications. 15B. Students discuss what is appropriate and inappropriate content to view online.	15. Students understand the concept of sexting* and discuss legal and ethical implications. 15B. Students discuss what is appropriate and inappropriate content to view online.	15. Students understand the social implications and connection to the potential of abuse when dealing with pornography (eg. human trafficking and prostitution) and violent content. 15B. Students are reminded of the legal and ethical implications.
16.	Digital Health and Wellness	16. Students begin to understand that spending too much time using a digital device is not healthy. 16B. Students learn that we need to protect our eyes and ears by adjusting the volume and not sitting for long periods of time in front of a device.	16. Students understand that "tech breaks" are necessary for their health. 16B. Students identify ways of protecting their hearing and sight while using different devices.	16. Students understand the 24/7 nature of digital devices and are able to record, compare and access the time spent using different forms of digital media/activities and they understand the positive and negative aspects. 16B. Students identify the perils of too much technology use and offer suggestions for a healthy balance between their digital life and their outside life.	16. Students begin to understand that they need to lead a balanced lifestyle when it comes to digital technology (addiction, having an active lifestyle). 16B. Students understand the ergonomics involved when using digital technology.	16. Students understand appropriate use of technology in the workplace. 16B. Students understand the legal and safety issues of talking and texting while driving. 16C. Students understand that they need to lead a balanced lifestyle when it comes to digital technology (addiction, having an active lifestyle).

