



REGISTER OF OFFICIAL DOCUMENTS

Appropriate use of Digital Resources And Technologies Policy

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The addenda are for reference and administrative purposes; they are subject to updates and modifications without consultation.

1. Purpose

The purpose of this policy is to establish a framework on the acceptable pedagogical, administrative and ethical use of the Lester B. Pearson School Board's (LBPSB) digital resources and technologies, and the responsibilities of the authorized users.

2. Users

Any person with access to LBPSB's digital resources and technologies must adhere to this policy.

This policy also applies to anyone whose conduct using digital resources and technologies, including the internet, in or outside a school/centre, has a negative impact on the school/centre life or on the School Board/its employees.

3. Authorization

Authorized users will be provided with login credentials to access digital resources and technologies. The credentials will carry pre-established and age-appropriate levels of security.

Authorized access to the School Board's digital resources and technologies is to support pedagogical, research and administrative use and is granted to provide opportunities for collaborative work in the furtherance of those purposes.

4. Acceptable Use

LBPSB has established a Digital Citizenship Program (DCP) to support students in developing as responsible Digital Citizens. This educational process is a shared responsibility among all stakeholders including but not limited to school staff and parents (refer to Addendum E).

With access to digital resources and technologies comes the availability of material that may not be considered appropriate in the context of the school/centre/School Board setting.

The School Board will take measures to monitor access with a goal to providing a balance between access and risk. Employees must understand that the use is limited to the functions, duties, and tasks assigned to them.

Please note that it is impossible to exert absolute control and prevent access to all materials that may be deemed inappropriate with the internet; therefore, a user may discover inappropriate information either intentionally or unintentionally.

We believe that the benefits from the information and opportunities for collaboration available on the internet far outweigh the risk that users may procure material that is not consistent with the School Board's policies.

LBPSB makes commitments and users have responsibilities with regards to the use of the School Board's Digital Resources and Technologies (Addendum B). Parents/guardians are asked to discuss this policy with their children and sign the Conditions of Use of LBPSB Digital Resources and Technologies and Parental Acknowledgement Form (Addendum C).

LBPSB employees must sign the LBPSB Employees Digital Resources and Technologies Conditions of Use (Addendum D).

Practices prohibited by the LBPSB include, but are not limited to:

1. Installing, transmitting, downloading, or attempting to install, transmit or download, any information, media or software in violation of copyrights or unauthorized by the School Board.
2. Posting messages and attributing them to another user, or otherwise misrepresenting one's identity online.
3. Posting or sending messages which can be construed as harassing or intimidating and may constitute a violation of the Safe and Caring Schools Policy of LBPSB.
4. Harming or destroying, or Attempting to harm or destroy, the data of any person, computer or technology device.
5. Maliciously altering, or Attempting to alter, any system's software or hardware.
6. Voluntarily disrupting, or attempting to disrupt, the activities of the School Board.
7. Accessing, or Attempting to access content of hateful or criminal nature, content related to pornography or gambling, or any content in violation of provincial, federal or international laws.
8. Sharing or showing one's credentials, such as passwords, or not taking proper caution to keep them confidential.
9. Using digital resources and technologies in relation to any unauthorized commercial activities or for activities unrelated to the functions, duties or tasks to be accomplished by the user.

10. Voluntarily incurring costs, damages or causing prejudice to the school/centre/School Board in an unauthorized, malicious or reckless manner.

11. Contravening the school/centre Code of Conduct.

Users must note that digital activity on the LBPSB network should not be considered private. Employees must understand that their use of digital resources and technologies is subject to the review of the School Board. Messages relating to, or in support of, illegal activities will be reported to the police or other appropriate law enforcement authorities.

The School Board maintains a log³ detailing internet use and data traffic of all users and reviews it as required.

The School Board permits the use of personally owned equipment, or provides access to mobile devices, in the classroom for pedagogical purposes, or on School Board premises, pursuant to this policy and school/centre codes of conduct. In case of discrepancy the latter will have priority.

The administration may restrict or suspend specific user access and legal sanctions may apply.

5. Security¹

The School Board maintains security systems to protect it from external and internal attacks such as spam⁴, viruses and any other digital threats. The School Board reserves the right to take all reasonable measures to maintain maximum protection of the system. It updates its preventative protection on an ongoing basis according to the latest standards.

Security on the School Board's computer network is a high priority. Any user subjecting digital resources and technologies to security risks⁵ or having a history of misuse with other computer systems may be denied access.

Designated employees of The School Board will periodically review any internal or external websites that represent the schools/centres or School Board to ensure that they conform to the applicable laws and regulations, the policies of the board and the school/centre Code of Conduct.

6. Disclaimers

The School Board makes no guarantee, either expressed or implied, that access to services will always be available.

¹ Also refer to the Information Security Policy of LBPSB

1. The School Board is not responsible for any damages incurred, including, but not limited to: loss of data resulting from delays or interruption of service; personal property used to access these resources; the accuracy, nature or quality of information stored or gathered through School Board -provided access; and, unauthorized financial obligations incurred through School Board-provided access.
2. Even though the School Board may use technical or manual means to limit student access, the limits do not provide a foolproof means for enforcing the provisions of this policy.
3. All provisions of this policy are subordinate to local, provincial and federal statutes.

7. Sanctions

1. Unauthorized use, prohibited practices or Violations of acceptable use as determined by the School Board will be cause for disciplinary action in accordance with the school/centre Code of Conduct, and/or the Lester B. Pearson School Board Safe and Caring Schools Policy, as well as any appropriate disciplinary measure in accordance with the law or current collective agreements or any other measure deemed appropriate in the circumstances.
2. When appropriate, restrictions to or suspensions of a user's privileges may occur.
3. When necessary, the police or other appropriate law enforcement authorities will be informed.

Addendum A

Definitions

1. **Digital Resources and Technologies** – LBPSB digital resources, technologies or services, which can include computers, laptops, the cloud, software, hardware, use of email system or bandwidth, the wired networks, the wireless networks and third party network carriers such as cell phone carriers who connect to LBPSB's digital infrastructure.
2. **Authorized users** using equipment and facilities owned or leased and operated by the LBPSB and/or personally owned equipment used to access digital resources and technologies:
 - Students of the Lester B. Pearson School Board;
 - Staff of the Lester B. Pearson School Board, including individuals on service contracts with the board;
 - Governing Board and PPO members who have been issued an email address by the School Board;
 - Volunteers authorized by the schools, centres and board administration;
 - Other community members who have been granted access to digital resources and technologies at the discretion of administration.
 - Board members.
3. **Log:** A file in which visited websites and computer activity are recorded and time stamped.
4. **Spam:** The term spam has been adopted by the Internet community to signify the unsolicited mass-posting of messages. Spam is unwanted, invasive Internet advertising.
5. **Security Risks:** Defined as a malicious or ignorant act that compromises the integrity of any software application or hardware and/or the confidentiality of data. Also considered security risks are applications that are designed with inadequate security control.

Addendum B

LBPSB Commitments and User Responsibilities

Digital citizenship involves understanding the social, ethical and legal issues relating to all aspects of technology to ensure appropriate and effective use.

In order for the users to learn and work in a safe, appropriate and secure environment free from harassment* and to access the School Board Digital Resources and Technologies to express themselves, while respecting the rights of others, LBPSB commits, within the limits stated in the present policy and the existing technology, to manage the access of the users to the Digital Resources and Technologies and to protect the users from unauthorized use.

The users will:

- contribute to a positive culture of learning;
- practice safe, appropriate and legal and responsible use of information and technology;
- respect others and their right to privacy;
- report any action interfering with a safe learning environment to the appropriate authority.

**The definition of harassment as defined in the Lester B. Pearson School Board's Policy on Safe and Caring Schools. In the context of the use of Digital Resources and Technologies, examples of harassment would include, but are not limited to: cyberbullying, posting, publishing or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist or illegal material.*

Addendum C

Conditions of Use of the Lester B. Pearson School Board Digital Resources and Technologies and Parental Acknowledgement Form

As part of the teaching methods and curriculum, access to Digital Resources and Technologies as defined in this policy is granted to LBPSB students. As part of the teaching methods and curriculum, access to Digital Resources and Technologies as defined in this policy is granted to LBPSB students. We believe it is important for students to learn the responsible use of these valuable resources, which will greatly enhance their learning environment.

Although our School Board uses practical means to screen out inappropriate material, there is always a possibility that students may come across text or images that are not consistent with our educational goals and values. While a guarantee from accidental exposure to such materials is impossible to provide to students, we believe that the benefits of using this medium far outweigh the risks. We invite all parents to consult the following site on the Lester B. Pearson website: <http://dcp.lbpsb.qc.ca/RESOURCES>

The use of the school's technology equipment and network is accorded to all students; however, they are expected to conduct themselves responsibly and respectfully. Please refer to Addendum B: LBPSB Commitments and User Responsibilities that We encourage you to discuss with your child. We remind you of your responsibility to monitor and model the use of digital resources and technologies at home.

Parental Acknowledgement

I/we have reviewed the following addenda:

- Addendum B: LBPSB Commitments and User Responsibilities
- Addendum C: Conditions of Use of the Lester B. Pearson School Board Digital Resources and Technologies And parental acknowledgement Form

with my/our child for acceptable use of digital Resources & technology, and I/we agree to abide by them. We understand that any violation of these rules may result in sanctions as outlined in the Appropriate Use of Digital Resources and Technologies Policy.

[FORM TO BE ADDED TO FUSION + ACKNOWLEDGEMENT TICK BOX]

Addendum D

LBPSB Employees Digital Resources and Technologies Conditions of Use

The Lester B. Pearson School Board (LBPSB) authorizes its employees to use digital resources and technologies owned or otherwise provided as necessary to fulfill the requirements of their position.

The use of Digital Resources and Technologies is a privilege permitted at LBPSB's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative directives, and any other applicable document. LBPSB reserves the right to suspend access at any time, without notice, for any reason.

LBPSB expects all employees to use Digital Resources and Technologies responsibly in order to avoid potential problems and liability.

DEFINITIONS

Digital Resources and Technologies includes, but is not limited to, computers, the network including servers and wireless computer networking (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players or any wireless communication device, whether accessed on or off site through LBPSB's owned or an employee's personally owned equipment or devices.

EMPLOYEE OBLIGATIONS AND RESPONSIBILITIES

Employees are expected to use Digital Resources and Technologies safely, responsibly, and for work-related purposes. Any incidental personal use of Digital Resources and Technologies shall not interfere with the operations of the School Board or the work and productivity of any employee, or the safety and security of LBPSB's network or devices.

Employees are responsible for the proper use of the Digital Resources and Technologies at all times. Employees shall protect and not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

PRIVACY

No employee should have any expectation of privacy in any use of Digital Resources and Technologies.

LBPSB reserves the right to monitor and record all use of Digital Resources and Technologies, including, but not limited to, access to the Internet or social media, communications sent or received using Digital Resources and Technologies, or other uses within the jurisdiction of LBPSB. Such monitoring/recording may occur at any time

without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity.

The creation or use of a password by an employee on Digital Resources and Technologies does not create a reasonable expectation of privacy.

REPORTING

If an employee becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of Digital Resources and Technologies, he or she shall immediately report such information to his or her supervisor.

CONSEQUENCES FOR VIOLATION

Violations of the law, LBPSB policy, or these conditions of use may result in the suspension or revocation of an employee's access to Digital Resources and Technologies, and/or disciplinary actions, up to and including termination. In addition, violations may be reported to law enforcement agencies as appropriate.

EMPLOYEE ACKNOWLEDGEMENT

I understand and agree to abide by the conditions of use of Digital Resources and Technologies and LBPSB's policy.

Employee signature

Date

Employee name (Please print)

Position and Department

Addendum E

Digital Citizenship Curriculum Map

| COMMUNICATION | | | | | |
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| QEP | Students begin to understand the different ways we communicate (e.g., body language, speaking, reading, writing, singing, acting, using different technologies) and that they are communicating with "actual" people. | Students understand the different ways we communicate (e.g., body language, speaking, reading, writing, singing, acting, using different technologies) and that you have to act appropriately given your audience. | Students understand the different forms of digital communication and how their actions affect their relationships with others. | Students understand the different forms of digital communication and how their actions affect their relationships with others. | Students understand the different forms of digital communication and how their actions affect their relationships with others. |
| Topic | K - Cycle 1 | Cycle 2 | Cycle 3 | Secondary Cycle 1 | Secondary Cycle 2 |
| Communication | 1A. Students are introduced to the basic functions of digital communication. [This includes accessing experts, and sharing learning using services such as videoconferencing, blogging & micro blogging managed by the teacher.] | 1A. Students begin to use the different forms of digital communication and understand how to utilise each one to enhance their learning with guidance from the teacher. | 1A. Students continue to use the different forms of digital communication and apply each one to enhance their learning with guidance. 1B. Students receive feedback on their work and act on this feedback in an appropriate manner, (review/edit). | 1A. Students continue to use the different forms of digital communication to enhance and develop their learning. 1B. Students receive feedback on their work and act on this feedback in an appropriate manner (review/ edit/ publish). | 1A. Students continue to use the different forms of digital communication to enhance and further develop their learning. 1B. Students receive feedback on their work and act on this feedback in an appropriate manner (review/ edit/ publish). |
| Email | We do not recommend the use of email in Kindergarten. Whilst we do not recommend the use of email by students in Cycle 1 we suggest that this topic is discussed. | 2A. Students compose simple emails including a subject. 2B. Students understand email is a form of letter writing and begin to identify differences between effective and ineffective email communication. | 2A. Students compose more complex emails including attachments and photos. They are introduced to the various options in an email ("Reply", "Reply All", "CC", "BCC" etc.). 2B. Students communicate effectively by email and understand that facial and vocal cues are absent. | 2A. Students compose more complex emails including attachments and photos. They use the various options in an email ("Reply", "Reply All", "CC", "BCC" etc.) correctly. 2B. Students communicate effectively by email and understand that the recipient of the email will dictate what | 2A. Students compose more complex emails including attachments and photos. They use the various options in an email ("Reply", "Reply All", "CC", "BCC" etc.) correctly. 2B. Students communicate effectively by email and understand that the recipient of the email will dictate what |

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| | | | <p>2C. Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)</p> <p>2D. Students include a closing appropriate to the message.</p> | <p>type of email is appropriate (ex. sending an email to a friend is different from sending an email to an adult).</p> <p>2C. Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.</p> <p>2D. Students include a closing appropriate to the message.</p> | <p>type of email is appropriate (ex. sending an email to a friend is different than sending an email to an adult).</p> <p>2C. Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)</p> |
| Texting | <p>3A. Whilst we recommend the discussion of this topic we do not advocate the use of texting at this age.</p> | <p>3A. Whilst we recommend the discussion of this topic we do not advocate the use of texting at this age.</p> | <p>3A. Students are introduced to messaging (ex. text, instant, online messaging). They understand that it is a form of communication and that the recipient of the message will dictate what type of message is appropriate (ex. sending a text to a friend is different from sending a text to an adult).</p> <p>3B. Students understand that what they write once sent cannot be unsent.</p> | <p>3A. Students compose messages and understand that the recipient of the message will dictate what type of message is appropriate (ex. sending a text to a friend is different from sending a text to an adult).</p> <p>3B. Students understand that what they write once sent cannot be unsent.</p> | <p>3A. Students compose text messages and understand that the recipient of the message will dictate what type of message is appropriate (ex. sending a text to a friend is different than sending a text to an adult).</p> <p>3B. Students understand that what they write, once sent, cannot be unsent.</p> |
| Recognizing Commercial Intentions | <p>4A. Students are introduced to pop-ups. They learn that they should ignore them and tell a safe adult.</p> <p>4B. Students are introduced to the concept that the purpose of online advertising is to make visitors want to buy products.</p> | <p>4A. Students ignore pop-ups and tell a safe adult.</p> <p>4B. Students understand that the purpose of online advertising is to make visitors want to buy products.</p> <p>4C. Students examine media texts provided by the teacher and evaluate whether the</p> | <p>4A. Students ignore pop-ups and tell a safe adult.</p> <p>4B. Students understand that the purpose of online advertising is to make visitors want to buy products.</p> <p>4C. Students identify different kinds of advertisements on websites.</p> | <p>4A. Students recognize more subtle forms of advertisements.</p> | <p>4A. Students recognize more subtle forms of advertisements.</p> |

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| | | message has commercial intentions. | | | |
| Social Media | 5A. Students are introduced to the concept of social media (eg. What did we learn today that we want to share?). They are introduced to the concept that the text or visual media needs to be appropriate to the medium. The posts are managed and published by the teacher. | 5A. Students begin to create texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are managed and published by the teacher. | 5A. Students are regularly creating texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are managed and published by the teacher. | 5A. Students are regularly creating texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are reviewed by the teacher. | 5A. Students are regularly creating texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are reviewed by the teacher. |



AWARENESS

| QEP | 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 1 | Cycle 2 | Cycle 3 | Secondary Cycle 1 | Secondary Cycle 2 |
| Etiquette | <p>6A. Students begin to be aware of others when using technology (example: volume of voice, volume of device, volume of apps).</p> <p>6B. 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>6A. 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>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> | <p>6A. Students understand the implications when taking digital videos/photos.</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> <p>6C. Students need to ask for permission and state the intended purpose for the videos/photos.</p> | <p>6A. Students understand the implications when taking digital videos/photos. They understand the purpose of a photo release.</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> <p>6C. Students ask for permission and state the intended purpose for the videos/photos.</p> <p>6D. Students are introduced to Canadian laws regarding videotaping and photo taking.</p> | <p>6A. 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.</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> <p>6C. Students ask for permission and state the intended purpose for the videos/photos.</p> <p>6D. Students are adhere to Canadian laws regarding videotaping and photo taking.</p> |



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| <p align="center">Rights & Responsibilities</p> | <p>7A. Students are introduced to the appropriate use of devices and technology. (e.g. don't colour with a Sharpie, don't place the device near liquids, keeping devices dry).</p> | <p>7A. Students are introduced to the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that the use of technology has certain responsibilities (e.g. not posting defamatory material online) and they should be good digital citizens.</p> | <p>7A. Students understand the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that good digital citizens are responsible and respectful in the digital world (and beyond).</p> | <p>7A. Students understand the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that they have to navigate the digital world responsibly and respectfully.</p> | <p>7A. Students understand the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that they have to navigate the digital world responsibly and respectfully.</p> |
| <p align="center">Cyberbullying</p> | <p>8A. Students are introduced to the concept of cyberbullying. Students understand that to hurt someone's feelings online is not acceptable.</p> | <p>8A. Students understand the consequences of cyberbullying and what to do when they encounter a cyberbullying situation.</p> <p>8B. Students learn that they should not enable the bully by being a bystander.</p> | <p>8A. Students are introduced to the notion that there are legal consequences to cyberbullying.</p> <p>8B. Students understand that if they post video or other social media forms for the purpose of bullying they are breaking the law.</p> <p>8C. Students understand that they may be victims of cyberbullying through different forms of digital communication and learn how to handle those situations.</p> | <p>8A. Students understand the legal implications of cyberbullying.</p> <p>8B. Students understand that if they post video or other social media forms for the purpose of bullying they are breaking the law.</p> <p>8C. Students are made aware of the many resources and services that are available to them for support.</p> <p>8D. Students evaluate issues relating to sexting, bullycide, & homophobia</p> | <p>8A. Students understand the legal implications of cyberbullying and students examine the charter of rights and freedoms (criminal and civil law).</p> <p>8B. Students understand that if they post video or other social media forms for the purpose of bullying they are breaking the law.</p> <p>8C. Students are made aware of the many resources and services that are available to them for support.</p> <p>8D. Students evaluate issues relating to sexting, bullycide, & homophobia</p> |

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 |
| Searching strategies | We recommend that the teacher provides websites to the students in this cycle and/or directs their searches. | <p>9A. Students are introduced to online directories and search engines.</p> <p>9B. Students are introduced to the concept that different search sites offer different features and ways of searching.</p> <p>9C. Students begin to learn strategies for locating information. Students are introduced to the concept of keywords.</p> | <p>9A. Students understand that sources can give a basic summary of topics and how they can use their first sources to find even more information.</p> <p>9B. Students begin using the advanced search functions in search engines.</p> <p>9C. Students continue to develop search strategies and identifying keywords.</p> | <p>9A. Students are introduced to the differences between search engines, directories, and databases.</p> <p>9B. Students use the advanced search functions in search engines.</p> <p>9C. They become familiar with Boolean operators and continue working on identifying good keywords.</p> | <p>9A. Students understand the differences between search engines, directories, and databases .</p> <p>9B. Students apply a variety of strategies for locating information using search engines, directory sites and online databases.</p> <p>9C. Students become familiar with advanced Boolean operators and continue working on identifying good keywords.</p> |
| Evaluating Websites | 10A. Students become aware that they cannot believe everything that they see and read. | <p>10A. Students discuss the components that make a 'good' website.</p> <p>10B. Students explore, evaluate and compare websites suggested by the teacher.</p> <p>10C. Students become aware that information on similar sites may vary.</p> | <p>10A. Students begin to understand how to evaluate a website to determine if it is reliable.</p> <p>10B. Students are able to begin to make critical judgments about the sites they are using.</p> <p>10C. Students use multiple appropriate search engines when researching.</p> | <p>10A. Students evaluate websites to determine if they are reliable.</p> <p>10B. Students can distinguish if the information is accurate/reliable on various websites.</p> <p>10C. Students use multiple appropriate search engines when researching.</p> <p>10D. Students distinguish the difference between domain names.</p> | <p>10A. Students distinguish whether or not information on various websites is reliable.</p> <p>10B. Students identify relevant websites, by looking at the authority, currency, accuracy, scope, purpose, objectivity and intended audience of a site.</p> <p>10C. Students select the type of sources that are most appropriate for the topic.</p> |



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| <p>Organising information</p> | <p>11A. Students learn that saving work and resources for future use is important.</p> | <p>11A. Students learn how to save their work and resources for future use.</p> | <p>11A. Students are introduced to online bookmarking. Students learn how to name files clearly and consistently so that they or others, can retrieve them easily, (naming conventions).</p> <p>11B. Students are introduced to how they can share their bookmarks using social bookmarking websites and by using lists created by their teachers.</p> <p>11C. Students are introduced to online highlighting and note-taking tools.</p> | <p>11A. Students continue to explore the use of social bookmarking and online tools for organizing and note taking.</p> <p>11B. Students share their bookmarks using social bookmarking websites.</p> <p>11C. Students use the online tools they have explored for note taking and organising information.</p> | <p>11A. Students keep track of all their online sources.</p> <p>11B. Students work collaboratively online by sharing resources through social bookmarking.</p> <p>11C. Students use online tools for note taking and organising information.</p> |
| <p>Copyright and Downloading</p> | <p>12A. Students are introduced to appropriate websites for images.</p> <p>12B. Students are introduced to the concept that someone created the things that are available on the internet.</p> | <p>12A. Students credit the source of their images that they are using in their work.</p> <p>12B. Students understand a simplified explanation of what intellectual property is.</p> <p>12C. Students understand the concept of downloading and pirating.</p> | <p>12A. Students understand the definition of plagiarism.</p> <p>12B. Students understand the implications of plagiarism and how to avoid plagiarising (e.g. by using Creative Commons).</p> <p>12C. Students learn how to use other people's work appropriately and are introduced to how to write a simple citation.</p> <p>12D. Students begin to understand ethical and legal implications of stealing intellectual property.</p> | <p>12A. Students are introduced to the issues of copyright.</p> <p>12B. Students regularly use copyright-friendly resources (e.g. creative commons).</p> <p>12C. Students are introduced to standardised referencing formats, (APA, MLA, etc.) and tools that help with referencing.</p> <p>12D. Students understand ethical and legal implications of stealing intellectual property.</p> | <p>12A. Students understand how copyright applies in different situations.</p> <p>12B. Students understand and are able to apply copyright-friendly licensing standards (e.g. Creative Commons)</p> <p>12C. Students cite their sources using a standardised referencing format (APA, MLA, etc).</p> <p>12D. Students understand and avoid the ethical and legal implications of stealing intellectual property.</p> |

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| <p style="text-align: center;">Buying and selling goods online</p> | <p>13A. Students are introduced to the concept of buying and selling online. Students understand that they must ask permission before they click to purchase something (e.g. apps on devices, 'power-ups' for games).</p> | <p>13A. Students are re-introduced to the concept of buying goods online, focusing on appropriate purchases for this age (e.g. books, MP3, apps, movies).</p> <p>13B. Students are aware that there could be serious consequences to the exchange of money online.</p> | <p>13A. Students understand the pros and cons of buying and selling of online goods.</p> <p>13B. Students know how to be critical consumers (e.g. cost of mobile contracts and internet).</p> | <p>13A. Students understand the pros and cons of buying and selling of online goods.</p> <p>13B. Students know how to be critical consumers (e.g. cost of mobile contracts and internet).</p> <p>13C. Students begin to read the terms and conditions associated with websites for buying and selling goods online.</p> <p>13D. Students know how to stay 'safe' while shopping online (e.g. avoiding scams).</p> | <p>13A. Students understand how they can buy and sell online goods and services.</p> <p>13B. Students are critical of the websites that are available for e-commerce, (e.g. Ebay, Amazon, Craigslist, Facebook Marketplace).</p> <p>13C. Students read and understand the terms and conditions associated with websites for buying and selling goods online.</p> <p>13D. Students can identify and avoid scams online.</p> |
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SAFETY AND HEALTH

| Topic | K - Cycle 1 | Cycle 2 | Cycle 3 | Secondary Cycle 1 | Secondary Cycle 2 |
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| Online Security/Safety | <p>Students begin to understand the importance of online safety.</p> <p>14A. Students should be introduced to the idea that they should only be using the internet with the supervision of an adult.</p> <p>14B. Students begin to understand that they should not share their passwords.</p> | <p>Students have a clear understanding of the rules of online safety.</p> <p>14A. Students are introduced to the fact that they should not be answering questions or giving out personal information online.</p> <p>14B. Students understand that they do not share their passwords. Students understand how passwords are used and begin to learn how to manage their passwords.</p> <p>14C. Students understand that their personal information can be easily copied and used by identity others if not protected properly.</p> <p>14D. Students are introduced to what spam is and what forms it takes.</p> | <p>Students take responsibility for the creation and safety of their passwords and personal information.</p> <p>14A. Students understand how to protect their identity and digital Legacy online.</p> <p>14B. Students begin to identify strategies for creating and protecting secure passwords and they create their own passwords.</p> <p>14C. Students understand that their personal information can be easily copied and used by identity others if not protected properly.</p> <p>14D. Students begin to understand that they should not be answering questions or giving out personal information online.</p> | <p>Students begin to understand the dangers of online behaviours of a sexual nature.</p> <p>14A. Students begin to understand the dangers of inappropriate online behaviour and their digital Legacy.</p> <p>14B. Students understand the importance of using and creating complex passwords and protecting their personal information. They manage their passwords.</p> <p>14C. Students understand that only some types of information are safe to share online.</p> <p>14D. Students understand how they can identify and avoid unwanted online contact. Students begin to understand how to read and use online privacy terms.</p> | <p>Students clearly understand the dangers of online behaviours of a sexual nature.</p> <p>14A. Students value their digital Legacy and protect it, through appropriate behaviour and take steps to secure their online accounts.</p> <p>14B. Students secure their online accounts using regularly changed secure passwords.</p> <p>14C. They set appropriate privacy settings.</p> <p>14D. Students read and use privacy terms and read agreements online.</p> <p>14E. Students understand how and why visitors collect information to their websites</p> |

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| <p>Privacy and Digital Legacy</p> | <p>15A. Students are introduced to the concept of privacy.</p> <p>15C. Students are introduced to the idea of a digital portfolio, and they begin to add their work to their portfolio.</p> | <p>15A. Students begin to understand the concept of privacy and what they should and should not be sharing when they are using digital technology.</p> <p>15B. Students understand the concept of developing a "Digital Legacy".</p> <p>15C. Students begin to add their work to their portfolio.</p> | <p>15A. Students understand the concept of privacy and what they should and should not be sharing.</p> <p>15B. Students begin to understand the long term implications of having "Digital Legacys."</p> <p>15C. Students regularly curate their digital portfolio.</p> | <p>15A. Students learn that their "Digital Legacy" information can be searched, copied and passed onto a larger audience.</p> <p>15B. Students understand the long term implications of having a "Digital Legacy."</p> <p>15C. Students curate their digital portfolio on a regular basis.</p> | <p>15A. Students learn how their "Digital Legacy" can affect their future opportunities in the workplace and education.</p> <p>15B. Students explore how they can control their "Digital Legacy" and they learn how to repair their 'reputation'.</p> <p>15C. Students ensure that they have a digital portfolio that fully reflects their abilities.</p> |
| <p>Pornography/ Violence</p> | <p>16A. Students understand that they should close content that makes them uncomfortable and tell a safe adult.</p> | <p>16A. Students understand that they should close content that makes them uncomfortable and tell a safe adult.</p> | <p>16A. Students begin to understand the concept of sexting and discuss legal and ethical implications.</p> <p>16B. Students discuss what is appropriate and inappropriate content to view online.</p> | <p>16A. Students understand the concept of sexting and discuss legal and ethical implications.</p> <p>16B. Students discuss what is appropriate and inappropriate content to view online.</p> | <p>16A. Students understand the social implications and connection to the potential of abuse when dealing with pornography (eg. human trafficking and prostitution) and violent content.</p> <p>16B. Students are reminded of the legal and ethical implications of online actions.</p> |
| <p>Digital Health and Wellness</p> | <p>17A. Students begin to understand that spending too much time using a digital device is not healthy.</p> <p>17B. Students learn that they need to protect their eyes and ears by adjusting the volume and not sitting for long periods of time in front of a device.</p> <p>17C. Students learn when it is and is not appropriate to use technology (e.g. at a family meal).</p> | <p>17A. Students understand that "tech breaks" are necessary for their health.</p> <p>17B. Students identify ways of protecting their hearing and sight while using different devices.</p> <p>17C. Students begin to use technology at appropriate times with reminders (e.g. use in class).</p> | <p>17C. 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.</p> <p>17B. Students identify the downside of too much technology use.</p> <p>17C. Students appropriately use technology.</p> | <p>17A. Students begin to understand that they need to lead a balanced lifestyle when it comes to digital technology (addiction, having an active lifestyle).</p> <p>17B. Students understand the ergonomics involved when using digital technology.</p> <p>17D. Students understand the dangers of online gambling and of playing 'games' online.</p> | <p>17A. Students understand appropriate use of technology in the workplace.</p> <p>17B. Students safely use technology at all times (e.g. avoiding texting whilst driving).</p> <p>17C. Students understand that they need to lead a balanced lifestyle when it comes to digital technology (addiction, having an active lifestyle).</p> |

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| | | | | | 17D. Students understand the dangers of online gambling and of playing 'games' online. |
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