



Digital Citizenship

Digital Citizenship

Reinforces the positive aspects of technology so that everyone can work and play in this digital world.

Nine Elements

- 1. Digital Access** – full electronic participation in society
- 2. Digital Commerce** – the buying and selling of goods online
- 3. Digital Communication** – the electronic exchange of information
- 4. Digital Literacy** – the capability to use digital technology and knowing when and how to use it



Nine Elements

- 5. Digital Etiquette**– the standards of conduct expected by other digital technology users
- 6. Digital Law**– the legal rights and restrictions governing technology use
- 7. Digital Rights & Responsibilities**– the privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them



Nine Elements

- 8. Digital Health & Wellness**– the elements of physical and psychological well-being related to digital technology use
- 9. Digital Security**– the precautions that all technology users must take to guarantee their personal safety and the security of their network

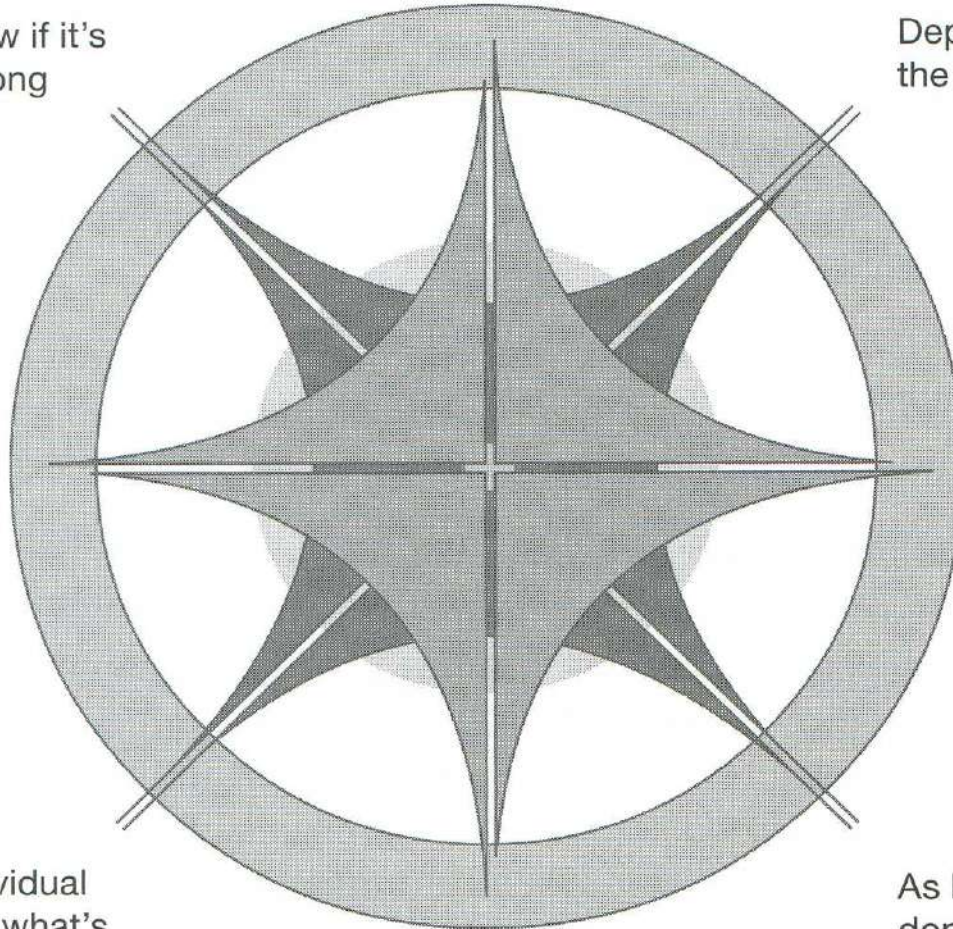


RIGHT



I don't know if it's
right or wrong

Depends on
the situation



It's an individual
choice, so what's
the big deal

As long as I
don't get caught

WRONG



Digital Access

- **Full electronic participation in society**
- **Does everyone have equal opportunity to digital technology?**



Digital Access Issues

- **Access for all students**
- **Accommodations for students with special needs**
- **Programs for increasing access outside school**



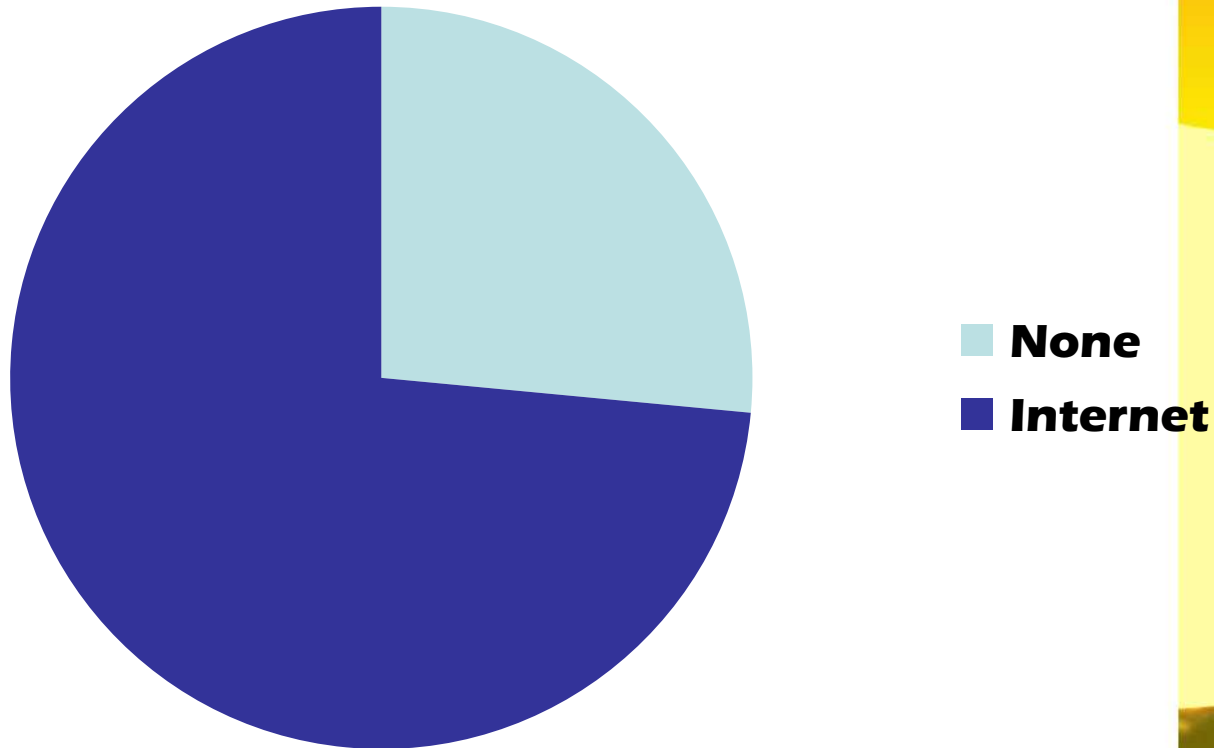
DISCUSS

Ms. Taylor wants to change how parents send and receive information from the school. She wants everything to be done online. We will no longer be sending any paper notes home. When parents need to send something to school, it must be done through the website.



Statistics

% of Households with Internet (2009)



Activity

Present 5 facts about Abraham Lincoln. Sources must be included.

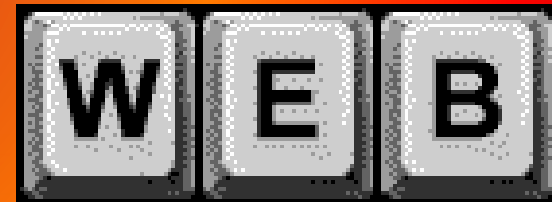
1



2



3



Reflection

- What were your limitations on this project?
- How did you overcome these limitations to complete the project?

Digital Commerce

- **The buying and selling of goods online**



Digital Commerce Issues

- **Online buying through commercial sites, auction sites, and others**
- **Online selling through auction sites and others**
- **Media subscriptions and purchases made through media such as iTunes**
- **Buying and selling “virtual merchandise” for online games**



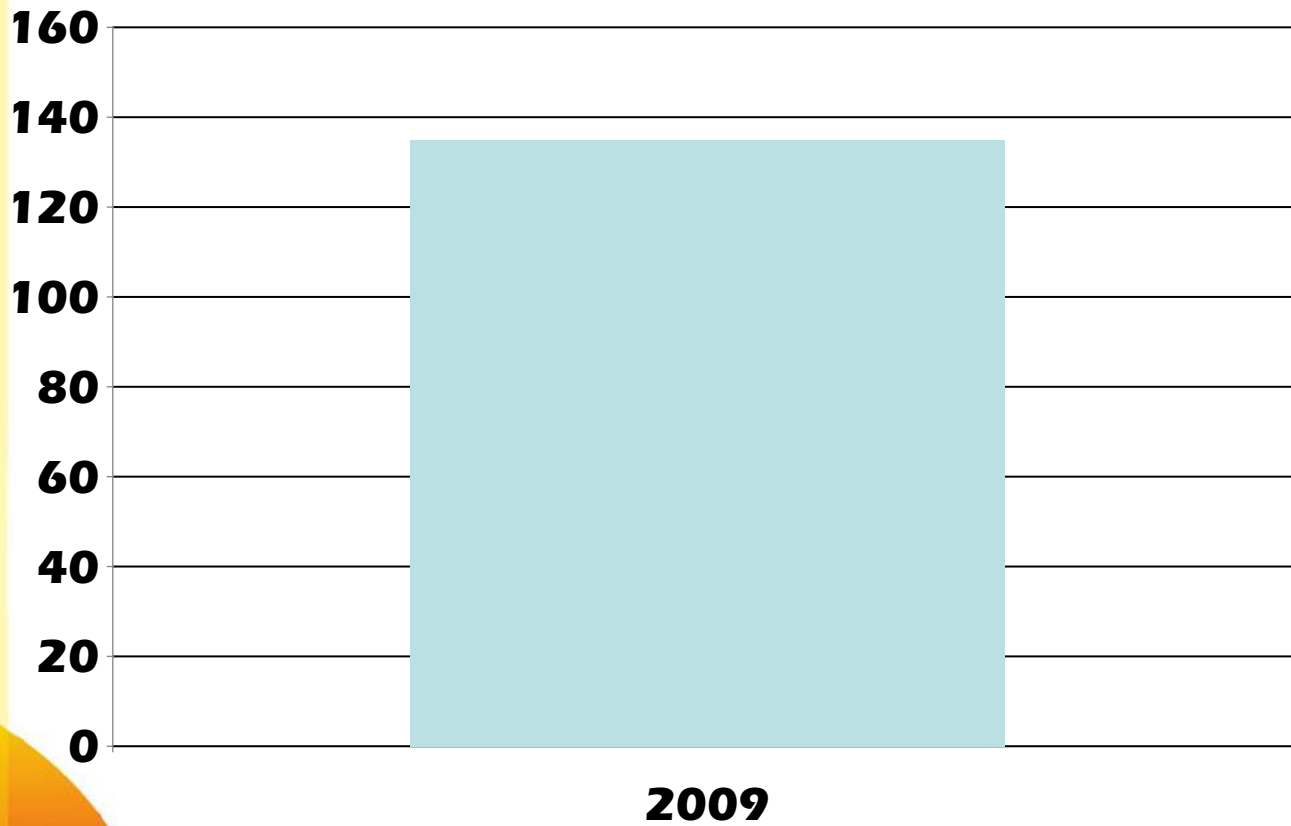
DISCUSS

Liz is using the Internet to buy decorations for the homecoming dance. She is unsure of what exactly she is looking for, but wants something that looks nice. She has a limited budget, and she is not really sure what quality decorations might cost.



Statistics

Online Spending (Billions)



What's the risk?

- **Top 3 complaints:**
 - **Merchandise that wasn't delivered or payment that wasn't received**
 - **Internet auction fraud**
 - **Credit/debit card fraud**



Tips for Shopping

- **Know your retailer**
 - **Contact numbers**
 - **Physical address (no PO boxes)**
- **Use secure Web sites**



<https://www-ssl.bestbuy.com/site/olspa>

Tips for Shopping

- **Be aware of phishing email**
- **Review privacy and security policies**
- **Use antivirus and firewall software**
- **Check credit reports regularly**



Digital Communication

- **The electronic exchange of information**
- **Cell phones, IM, videoconferencing, e-mail, texting, blogs, etc.**



DISCUSS

Mrs. Vick decides that handwriting essays in class is boring. She sets up a blog to help students post their thoughts and ideas on the Web.



Formal v. Informal Writing

- **Blog** – an online journal made public for others to read
- Mrs. Ashlock's Blog
- **Emoticons** – emotional graphics; visual ways to express how you feel



Formal v. Informal Writing

- **How do you write when you are texting or emailing or blogging?**
- **Emoticons/Texting**
 - ☺
 - <3
 - 3@t
 - r u
- **i write in all lowercase**

Activity

Rumor

Activity

**Can you Crack
the Code?**

Social Networking

- Online communication where users can interact with other people, as well as with the information they send, receive, and create.
- **Web 2.0** – lets people collaborate and share information online

Types of Social Media Sites

- **Social Networking**
- **User-generated content**
- **File-sharing**
- **Entertainment**



Examples of Social Networking Sites

- 1. MySpace**
- 2. Wikipedia**
- 3. YouTube**
- 4. Facebook**
- 5. Photo Bucket**
- 6. Craig's List**
- 7. Flickr**
- 8. IMDb**
- 9. Twitter**
- 10. Blogspot.com**

Putting Your Best Forward



Digital Literacy

- **The capability to use digital technology and knowing when and how to use it**



Digital Literacy Issues

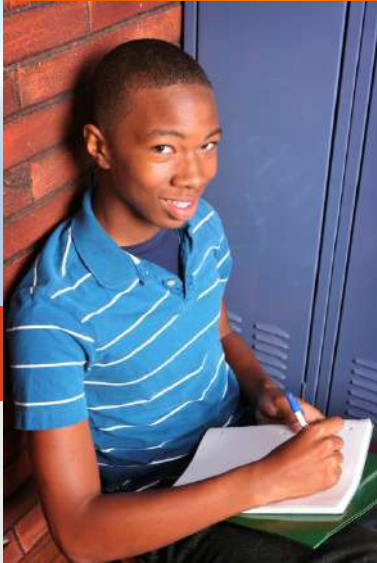
- **Learning how to use search engines and email**
- **Evaluating online resources**
- **Using distance education and online learning**



DISCUSS

John is a sophomore at Haltom High School. John is not interested in sitting in a classroom all day to hear boring lectures about information that he does not care about. He enjoys working on his computer at home doing creative projects such as digital animation.





Evaluating Web Sites

- **Anyone can put information on the Internet**
- **No regulation**
- **Tree Octopus**
- **Criteria**



5 Evaluating Criteria?

- **Accuracy**
- **Expertise**
- **Bias/Objectivity**
- **Currency**
- **Coverage**



Evaluating Web Sites

- **Reliable sources**
 - **.gov (government)**
 - **.edu (education)**
 - **.com (commercial business)**
 - **.org (organization; non-profit)**
 - **.net (network)**
- **Blog – someone's personal opinion; may not be fact**

Search Engines

- **Databases that gather information from thousands of websites based on keywords**
- **Be specific – you will get better results**
- **Google, Yahoo, Ask, Bing**



Example:

Find the answer to the question:

- **Who is said to have discovered America in 1492?**



Search and Results

[Advanced Search](#)[Preferences](#)

[Google SafeSearch is ON](#)

Web

Results 1 - 10 of about 35,200,000 for [discover america](#)

[Discover America Vacations, Hotels, Restaurants, Packages & More](#)

The Official Travel & Tourism Website of the United States, **Discover America** is the best online resource for planning a vacation to the United States.

www.discoveramerica.com/ - 22k - [Cached](#) - [Similar pages](#)

[Places](#)

[About USA](#)

[Activities](#)

[Entry](#)

[Utah](#)

[About Us](#)

[Booking](#)

[Texas](#)

[More results from discoveramerica.com »](#)

[Discover USA Holidays, Travel, Attractions, Hotels, Packages & More](#)

Look to **Discover America** for helpful travel tips and assistance with planning holidays in **America**. The Official Travel and Tourism Website of the United ...

Search and Results

[Advanced Search](#)
[Preferences](#)

[Google SafeSearch is ON](#)

Web

Results 1 - 10 of about 23,000,000 for who

[Who Discovered America? - TIME](#)

[OPEN_P]AMERIGO AND THE NEW WORLD (323 pp.)—Germán Arciniegas—Knopf (\$5).[CLOSE_P] [OPEN_P]Everyone knows that Christopher Columbus **discovered America**, ...
www.time.com/time/magazine/article/0,9171,807597,00.html - [Similar pages](#)

[LiveScience.com: Life's Little Mysteries - Who Discovered America?](#)

Who Discovered America? Share this. We all learned that Columbus sailed the ocean blue ... and then American history gets very murky. ...

www.livescience.com/mysteries/080627-11m-discovered-america.html - 21k -

[Cached](#) - [Similar pages](#)

[Who Discovered America? — Archaeology Online](#)

Search and Results

Google™

who is said to have discovered America in 1492

Search

Adv
Pre

[Google SafeSearch is ON](#)

Web

Results 1 - 10 of about 145,000 for who is [said to have d](#)

[WikiAnswers - Who is said to discovered america in 1492](#)

What person **discovered America**? Who **discovered America** in October 12 1492? Who is to **have to discoverd America in 1492**? Who is **said to have discovered ...**

wiki.answers.com/Q/Who_is_said_to_discovered_america_in_1492 - 43k -

[Cached](#) - [Similar pages](#)

[Christopher Columbus Discovers America, 1492](#)

The next day land was **discovered**. A New World is Revealed ... However, we do **have** an accurate abstract of the journal written by ... The Admiral **said** the same to Rodrigo Sanchez of Segovia, whom the King ... "Christopher Columbus Discovers **America, 1492**," EyeWitness to History, www.eyewitnesstohistory.com (2004). ...

www.eyewitnesstohistory.com/columbus.htm - 24k - [Cached](#) - [Similar pages](#)

Search and Results

[Advanced Search](#)[Preferences](#)

[Google SafeSearch is ON](#)

Web

Results 1 - 10 of about 65,200 for [disc](#)

[Christopher Columbus Discovers America, 1492](#)

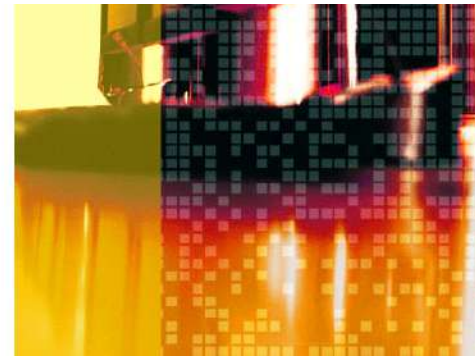
The Vikings **Discover America**, ca. 1000 - Invasion of England, 1066. ... the Pinta and the Santa Maria - out of the Spanish port of Palos on August 3, **1492**. ...

www.eyewitnesstohistory.com/columbus.htm - 24k - [Cached](#) - [Similar pages](#)

[Columbus Day and Christopher Columbus - a History](#)

CHRISTOPHER COLUMBUS **discovered America** in 1492. At least that is what all elementary school children were always taught: "In 1492, Columbus sailed the ocean ...

wilstar.com/holidays/columbus.htm - 15k - [Cached](#) - [Similar pages](#)



Citing Sources

- **Google is not
a source!**





internet safety

Search

[Advanced Search](#)
[Preferences](#)

[Google SafeSearch is ON](#)

[Web](#) [Video](#) [News](#)

Results 1 - 10 of about 54,800,000

[Kid Internet Safety Tips](#)

Sponsored

www.NetSmartz.org From National Center For Missing & Exploited Children.

[Internet Safety Education](#)

iSAFE.org Protect Kids from Online Predators Learn Safe-Responsible Internet Use

[Internet Safety For Kids](#)

www.WebWiseKids.org The Web Can Be A Scary Place Learn How To Protect Your Kids

[NetSmartz.org](#)

When I suggested to my classmates the idea of an **Internet safety** group, they were excited to participate. We formed a club at my high school with a mix of ...

[Educators](#) - [Real Life Stories](#) - [Teens](#) - [Use Your NetSmartz](#)

www.netsmartz.org/ - 33k - [Cached](#) - [Similar pages](#) - 

[Internet Safety](#)

Internet Safety Laws; Online Protection Tools; Getting Involved in Kids' Online Activities; Basic Rules; Chat Room Caution; Warning Signs ...

kidshealth.org/parent/positive/family/net_safety.html - 24k - [Cached](#) - [Similar pages](#) - 

Citing Sources Format

Author. Web Site Title. Web address. Copyright Date. Found on (list the date you found the information).



Citing Sources Format

Author

Web Site Title

Web address

Copyright Date

Found on (list the date you found the information).

Sample

Roger Young. FBI History.

<http://www.fib.gov/kids>. 2007.

Found on April 2, 2008.

Citation Machine

Landmarks
SonCi Citation Machine™



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■ MLA (NEW 3RD EDITION)
■ APA
■ TURABIAN
■ CHICAGO

CITATION MACHINE

Serving Students & Teachers
K-12, College, & University

Note: The Modern Language Association released its 3rd edition of the MLA style guide. Read about it [here](#).

Citation Machine is an interactive web tool designed to assist **high school, college,** and **university students**, their teachers, and independent researchers in their effort to respect other people's intellectual properties. To use Citation Machine, simply...

1. Click the citation format you need and then the type of resource you wish to cite,
2. Complete the Web form that appears with information from your source, and
3. Click **Make Citations** to generate standard bibliographic and in-text citations.

Activity

**Internet Scavenger Hunt
&
Bibliography**

Digital Etiquette

- **The standards of conduct expected by other digital technology users**



Digital Etiquette Issues

- **Minimize negative effects on others**
- **Using technology when it is contextually appropriate**
- **Respecting others online**



DISCUSS

Ms. Meza is expecting an important phone call from Dr. Waddell, the superintendent. However, she is also supposed to be attending the school play, *Beauty and the Beast*.



39% will answer a phone while having a face to face conversation



Cell Phone Etiquette

- **Set appropriate ringtones**
- **Don't yell**
- **Keep it short in public**
- **Don't text and drive**
 - InTEXTicated
- **Excuse yourself**
- **Use cameras wisely**
 - Sexting



Privacy

- **Nothing is ever private on the Internet**
- **Don't write something down if you don't ever want to see it again**
- **Forwards.....**



Activity

Cell Phone Skits

Digital Law

- **The legal rules and restrictions governing technology use**



Digital Law Issues

- **Using file-sharing sites**
- **Pirating software**
- **Hacking into systems or networks**
- **Copyright**
- **Stealing someone's identity**



DISCUSS

Patrick keeps himself very busy. He goes to school, plays on the football team and has a part time job. Tonight Patrick's boss has asked him to work a little later, and he does not get home until 11 p.m. He realizes that he has a paper due the following morning for his English class. He sits down at his computer and thinks about the time he will need to put into getting a good grade on the paper. He goes to the Internet to do some research and finds the exact information that he needs; all he has to do is copy and paste the information.



3 / 4 students do not think it's wrong to download files without permission



**File-Sharing – making
files available to others
to download from the
internet**

Activity

**Debate – File Sharing
Is it Right or Wrong?**

Copyright

**The exclusive right to
publish and sell
literary or musical or
artistic work**

A Right to Earn a Living

- **When another person copies an artistic work to sell or give away, the person who created the work loses money.**



A Right to Earn a Living

- **The author or artist is the only person who has the right to make copies or to give permission to make copies.**



Respecting Copyrights

- **If you copy a work protected by copyright and give or sell it to others, you are breaking the law.**

Respecting Copyrights

- **Putting copyrighted works on your Web site for public display without the owner's permission is also illegal.**

Case Studies

Battle of the Bands

Stick Bombs on the Sly

Intellectual Property

- **Creations of the mind from new inventions to markings that identify the source of products or services to books, photos, movies, and music**
- **Intellectual property is intangible yet it always has value**

How do you protect yourself?

- **Register through the copyright process at www.copyright.gov**
- **Creative Commons – work intended to be shared**



Fair Use

- **Students can use a limited amount of copyrighted works for school projects without getting permission.**
- **Credit must always be given to the author.**

Basic Guidelines - Video

- **Students may use portions of “lawfully acquired copyright works”**
- **10% or 3 minutes (whichever is less)**

Basic Guidelines - Music

- **Up to 10% OR**
- **Maximum of 30 seconds**
- **Whichever is less**

What can you do?

- **Ask for permission.**

Landmarks
Landmarks
for Schools

HOME
ABOUT
SCHOOL
FO

Permission Template

To:

From:

Subject:

Message Dear .

I am a student at in .

I am writing a report about and found your web site, . Some of the material on your site would be very helpful for my report. I would like to include the following items in my report:

I will not sell my report or otherwise make money from it, only a good grade.
I will give you or your organization credit as the source of the materials.
Would you grant me permission to use the materials as I have described here?
Please respond as soon as possible as my grade depends on turning the report in on time.

THANK YOU for this valuable contribution to the Internet.

Sincerely,

Plagiarism

- **Define Plagiarism**
- **Using works from someone without giving credit is plagiarism.**
- **You are guilty of plagiarism even if you paraphrase and don't give credit.**
- **www.turnitin.com**

Digital Rights and Responsibilities

- **The privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them**



Digital Rights and Responsibilities Issues

- **Following Acceptable Use Policies**
- **Using online material ethically**
- **Using technology to cheat on tests and assignments**
- **Reporting cyber bullies and threats**



DISCUSS

Our technology department reports to Ms. Taylor that students are accessing pornographic Web sites. Mr. Young says that he has a demo of an inexpensive Web filter that could be used to solve the problem.



Acceptable Use Policy

A set of rules set up by the owner of a product that the user must agree to in order to use the product

-



Acceptable Use Policies

Microsoft

Photobucket

Limewire

What are you agreeing to?

Activities

Software Piracy

Digital Health and Wellness

- **The elements of physical and psychological well-being related to digital technology use**



Digital Health and Wellness Issues

- **Cyber bullying and predators**
- **Using proper ergonomics**
- **Becoming addicted to the Internet or to video games and withdrawing from society**



DISCUSS

Rob, a junior at Haltom High School, has enjoyed using the computer since fifth grade. When he enters high school, his parents purchase a laptop for him. Rob is able to take it to school and use it in his room; he can work on it wherever he wants. Rob uses his computer several hours a day in awkward positions. Lately, he has been noticing pain in his lower arms and wrists. At first, the pain isn't bad; now, it has become increasingly painful to use his keyboard.



Stranger Danger

Give examples of information that is considered private and should not be given out to others (strangers) online.



Trust

- **The Internet is built on trust**
- **Do you know who you are talking to?**
- **How much information do you give out to others online?**



Kacie Woody



Kacie's Story

Picture Source: <http://kaciewoody.homestead.com/Photos.html>

Cyber bullying

- **Willful and repeated threats, harassment or intimidation intended to inflict harm or emotional distress through the medium of electronic media**



MySpace Tragedy

The background is a composite of several elements. On the left, there is a white area with a faint, light gray grid of small squares. On the right, a large circle is divided into four quadrants: top-left is orange, top-right is yellow, bottom-left is orange, and bottom-right is yellow. In the bottom right corner, there is a stylized, semi-transparent image of a computer monitor and keyboard, appearing to be part of a desk setup.

“The rules are fairly simple. You don’t lie. You don’t pretend to be someone else. You don’t use the site to harass others.”



Stay Safe

- **If you feel:**
 - **Embarrassed, upset, depressed uncomfortable, afraid**
- **Leave the computer/chat room**
- **Print the messages**
- **Never reply**
- **Report to an adult**

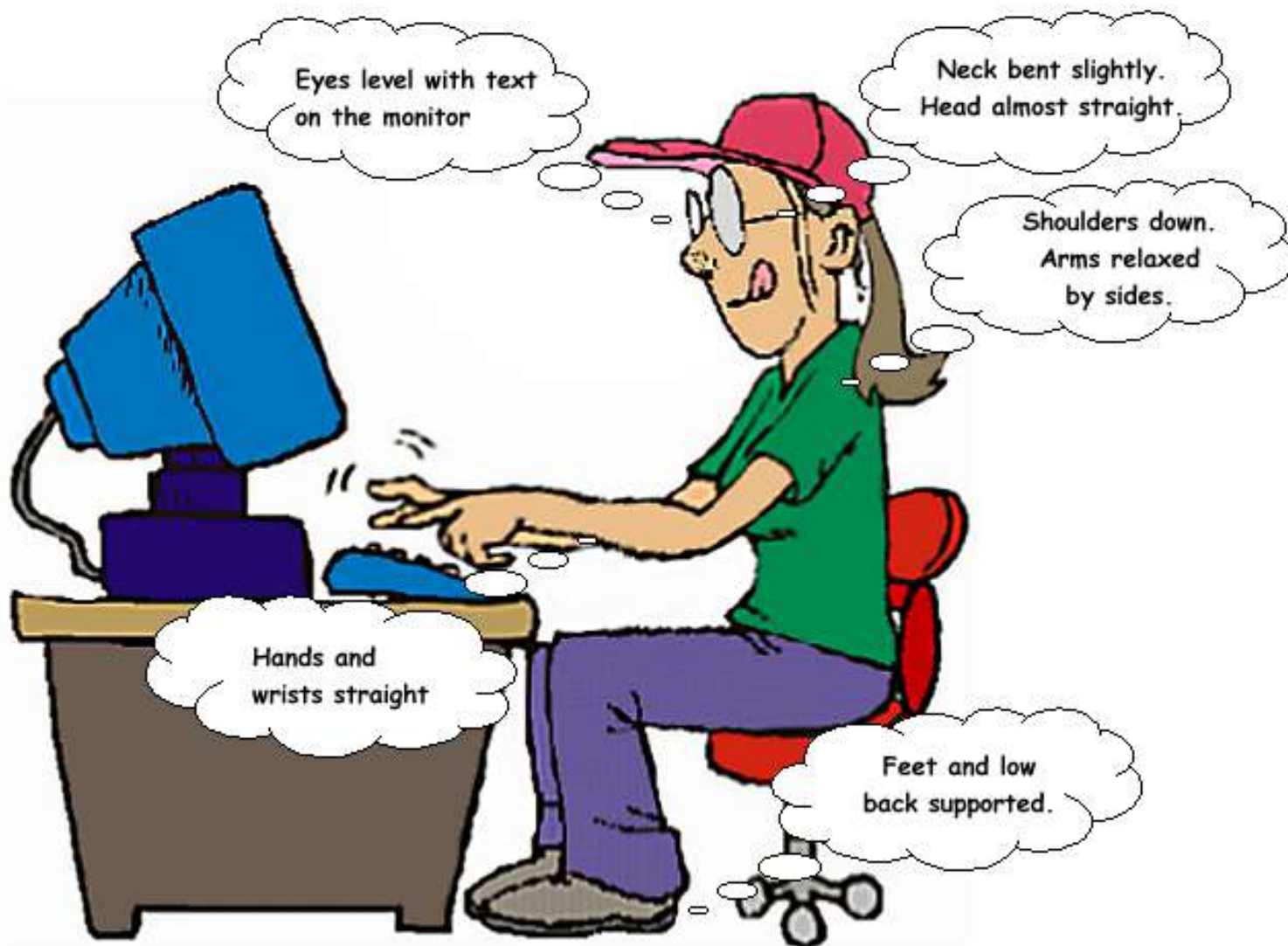


Ergonomics

- **Designing and arranging things people use so that the people and things interact most efficiently and safely**



How to be Comfortable at your Computer Workstation



Internet Addiction

- **Any online-related, compulsive behavior which interferes with normal living causing severe stress on family, friends, and/or work**



Types of Addiction

- Pornography
- eBay
- Online gambling
- Multi-user role playing games (Xbox live)



Are you addicted?

- How often do you stay on-line longer than you intended?
- How often do you neglect chores, work, or homework to spend more time on-line?
- How often do you form new friendships with on-line users?



Are you addicted?

- How often do others complain about how much time you spend on-line?
- How often do your grades at school suffer because of the time you spend on-line?
- How often do you check email, Facebook, MySpace, etc. before you do something else?



Are you addicted?

- How often do you become defensive or secretive when anyone asks you what you do on-line?
- How often do you find yourself anticipating when you will go on-line again?
- How often do you fear that life without the Internet would be boring and empty?



Are you addicted?

- How often do you act annoyed or get mad if someone bothers you while you are on-line?
- How often do you lose sleep due to late-night log-ins?
- How often do you fantasize about being on-line?
- How often do you try to hide how long you've been on-line?



Are you addicted?

- If you answered:
 - **Always** – You may have an addiction and need to evaluate how much time you spend online and work on cutting back
 - **Sometimes** – You may be experiencing the beginning stages of addiction and need to be very careful how you spend your time
 - **Rarely** – You are an average user but should always be aware of you begin spending more time on-line than normal



What can we do?

- Treatment options are available
- Growing awareness
- Re-learn how to manage time much like treatments of eating disorders
- Talk to an adult



Digital Security

- **The precautions that all technology users must take to guarantee their personal safety and the security of their network**



Digital Security Issues

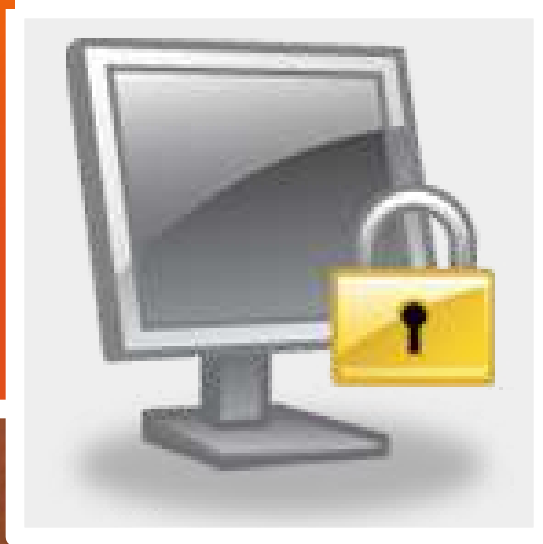
- **Protecting hardware and network security**
- **Protecting personal security (identity theft, phishing)**
- **Protecting school security (hackers, viruses)**
- **Protecting community security (terrorist threats)**



DISCUSS

Adam's school provides e-mail accounts to all students. Adam is afraid that he might forget his password and writes it down in his notebook. One day during class he is called to the counseling office. He leaves his books in class and goes to the office. When he gets back, he sees his notebook open to the page with his password.





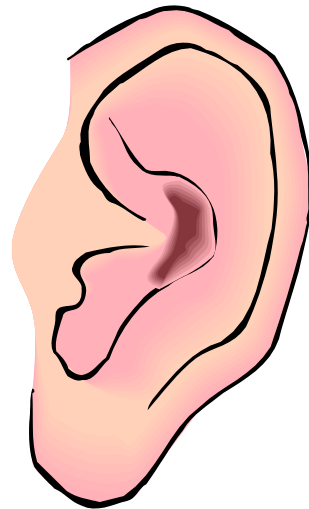
Trust

- **Human beings are trusting.**
- **Mail from the Post Office v. Email**



Information in the Clear

- **Who can hear your conversation?**

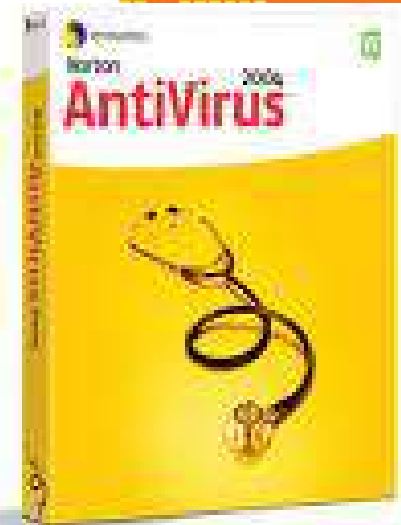


Beware of Geeks Bearing

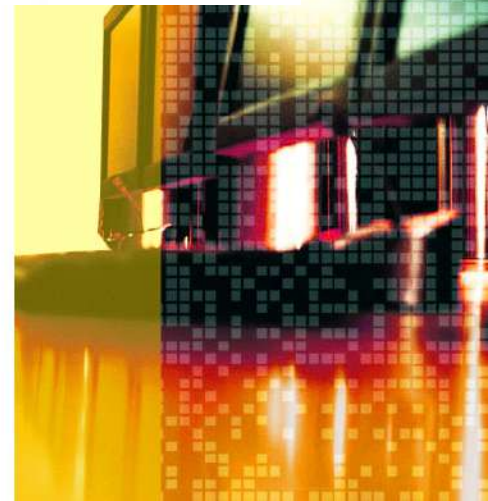


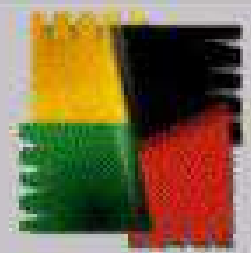
Task 1: Install and Use Anti-Virus Programs

- **Who would you let in your house?**
- **Examine the files on the computer and warns of potential viruses**



AVG
Anti-Virus System







AVG
Free Edition
you are protected

AVG System Status

 **Control Center**
Active and Functional

 **Resident Shield**
Active and Functional

 **E-mail Scanner**
Active and Functional

 **Virus Database**
Database is up-to-date.

Complete Test

It checks all hard drives on your computer. If a virus is found, AVG will remove it or will provide you with step-by-step instructions for its removal.



Run Complete Test

Removable Media Test

It is used to check floppy disks, CDs, optical disks, external hard drives, or any media not already installed in your computer.



Run Removable Media Test



Info



Help



Test Results



Scheduler



Exit

Task 2: Keep Your System Patched

- **Most vendors provide patches that are supposed to fix bugs in their products.**
- **Register and sign up for email updates from vendors**



Task 3: Use Care When Reading Email with Attachments & Links

- **Social engineering – send items to unsuspecting recipients**
- **Phishing – email messages that look valid but are tricking the recipient to end private information**
- **Pharming – attack to redirect traffic from a valid website to a bogus website**



Task 3: Use Care When Reading Email with Attachments & Links

- **Spam – Commercial messages that you didn't ask for**
- **Chain Letters – Messages containing jokes, stories or warnings that may not be true and may contain viruses**



Activity

**Spam, Phishing,
Chain Letters??**

Snopes – check it out

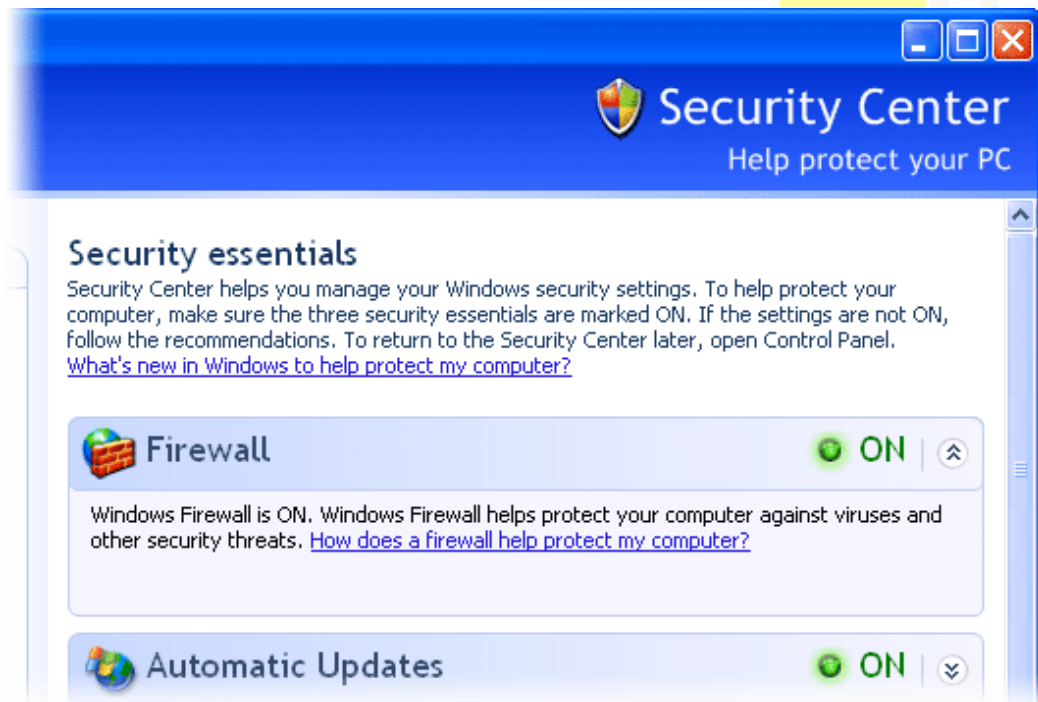
Hacking

- **If someone found a key to your house, is it okay for them to go inside?**
- **Getting into someone else's computer is hacking.**
- **Hacking is illegal even if it is not meant to do damage.**



Task 4: Use a Firewall Program

- Works like a security guard
- Grants permission for outside sources to enter the computer



Identity Theft

- **Stealing someone's identity for the purpose of financial gain**
- **Various sources report anywhere from 9 to 10 million people will have their identity stolen per year**



Task 5: Make Backups of Files

Files

Often

Media

Store



Task 6: Use Strong Passwords

Strong

Unique

Remember

Change



Creating Strong Passwords

- **Think of a sentence.**
 - **My son is three years old.**
- **Use the first letter of each word to create a new word.**
 - **msityo**
- **Code it with letters, numbers, & symbols.**
 - **M\$ni3yzo**

Activity

Password Checker

The screenshot shows the Microsoft Password Checker web page. At the top left is the Microsoft logo. A search bar is located at the top right, with a magnifying glass icon, a 'Web' button, and a 'Live Search' icon. On the left side, there is a navigation menu with the following items: 'Search for' (with a text input field), 'Security at Home' (with a dropdown arrow and a 'Go' button), 'Advanced Search', 'Security At Home', 'What's New', 'Latest Security Updates', 'Download Security Products', 'Protect Your Computer', 'Protect Yourself', 'Protect Your Family', 'Get Our Newsletter', 'Get Support', 'Video Tutorials', 'Worldwide Sites', 'For Educators', and 'For Policymakers'. At the bottom left of the navigation menu is a logo for 'Windows Internet Explorer 8'. The main content area is titled 'Password checker' and contains the following text: 'Your online accounts, computer files, and personal information are more secure when you use strong passwords to help protect them.' Below this is a section titled 'Test the strength of your passwords:' with the instruction: 'Enter a password in the text box to have Password Checker help determine its strength as you type.' There is a 'Password:' label followed by a text input field. Below that is a 'Strength:' label followed by a progress bar showing 'Not rated'. A 'Note' follows: 'Password Checker can help you to gauge the strength of your password. It is for personal reference only. Password Checker does not guarantee the security of the password itself.' Below the note is a horizontal line. The next section is titled 'Do you use strong passwords?' and contains the text: 'A strong password should appear to be a random string of characters to an attacker. It should be 14 characters or longer, (eight characters or longer at a minimum). It should include a combination of uppercase and lowercase letters, numbers, and symbols.' Below this is another 'Note' section: 'For tips on how to create passwords and pass phrases that are easy for you to remember but difficult for others to guess. a strong password checklist, and more, read [Strong passwords: How to create and use them.](#)' The final section is titled 'About Password Checker' and contains the text: 'Password Checker does not collect, store, or transmit information beyond the computer that you use to access Password Checker. The image works on your computer desktop until you navigate away from the page.' On the right side of the page, there is a 'Related Links' section with three links: 'Strong passwords: How to create and use them', 'How to recognize spoofed Web sites', and 'Shop online more safely'.

Microsoft

Search for

Security at Home

Advanced Search

Security At Home

What's New

Latest Security Updates

Download Security Products

Protect Your Computer

Protect Yourself

Protect Your Family

Get Our Newsletter

Get Support

Video Tutorials

Worldwide Sites

For Educators

For Policymakers

Windows Internet Explorer 8

Password checker

Your online accounts, computer files, and personal information are more secure when you use strong passwords to help protect them.

Test the strength of your passwords: Enter a password in the text box to have Password Checker help determine its strength as you type.

Password:

Strength:

Note: Password Checker can help you to gauge the strength of your password. It is for personal reference only. Password Checker does not guarantee the security of the password itself.

Do you use strong passwords?

A strong password should appear to be a random string of characters to an attacker. It should be 14 characters or longer, (eight characters or longer at a minimum). It should include a combination of uppercase and lowercase letters, numbers, and symbols.

For tips on how to create passwords and pass phrases that are easy for you to remember but difficult for others to guess. a strong password checklist, and more, read [Strong passwords: How to create and use them.](#)

About Password Checker

Password Checker does not collect, store, or transmit information beyond the computer that you use to access Password Checker. The image works on your computer desktop until you navigate away from the page.

Related Links

- [Strong passwords: How to create and use them](#)
- [How to recognize spoofed Web sites](#)
- [Shop online more safely](#)

Task 7: Use Care When Downloading and Installing Programs

- **Who certifies products and sets standards?**
- **Research your product and vendor**
- **Know the return policy**



Additional Resources



The screenshot shows the Microsoft Security at Home website. At the top left is the Microsoft logo. To its right is a search bar with a magnifying glass icon and the word "Web". Further right is the "Live Search" logo. Below the Microsoft logo is a "Search for" field with a dropdown menu set to "Security at Home" and a "Go" button. Below that is an "Advanced Search" section with a text input field containing "Security At Home".

The main content area features a large banner image of a man and a child looking at a computer screen, with the text "security at home" overlaid. Below the banner are several sections:

- Updates**: A link to "Get the latest security updates".
- Computer Security**: A list of links including "Conficker worm", "4 steps to take now", "Free PC safety scan", "Firewalls", "Viruses", "Worms", "Spyware", "Backups", "Downloading", and "Updates".
- Fraud**: A list of links including "Phishing", "Spam", and "Data protection".
- Spotlight**: A graphic of a computer monitor with a yellow warning sign and a mouse cursor. Below it is the text: "Protect your computer from rogue security software—also known as 'scareware'".
- Security Tips & Talk**: A link to "End to End Trust launches new website" dated "Monday, April 20, 2009".
- Security Products**: A list of links including "Windows Defender", "Windows Live OneCare", "Windows Live Safety Scanner", "Microsoft Phishing Filter", "Windows Vista: Parental Controls", "Xbox Family Settings", and "Windows Live Family Safety".
- Security Blogs**: A list of links including "Security Tips & Talk", "Windows Vista Security", "Microsoft Security Response Center (MSRC) blog", and "Microsoft Malware Protection Center Blog".
- Discussion Group**: A link to "Security at Home Community".

On the left side of the page, there is a vertical navigation menu with the following items: "What's New", "Latest Security Updates", "Download Security Products", "Protect Your Computer", "Protect Yourself", "Protect Your Family", "Get Our Newsletter", "Get Support", "Video Tutorials", "Worldwide Sites", "For Educators", and "For Policymakers". At the bottom left of this menu is a small photo of a young girl with the name "Kylie" below it.

Additional Resources

Digital Citizenship and Creative Content

A Teacher's Guide

Welcome joanna_ashlock@birdville.k12.tx.us!

[\(Logout\)](#)

[HOME](#) [BENEFITS](#) [CURRICULUM](#) [F.A.Q.](#) [TELL A FRIEND](#)

Curriculum Overview

The Digital Citizenship and Creative Rights program was developed to create awareness of intellectual property rights and foster a better understanding of the rights connected with creative content.

Four units comprise the curriculum resources. Each unit consists of standalone yet complementary lesson plans that play off a creative rights scenario presented through a case study. Each unit has 4-6 of these project-oriented activities, one of which serves as the culminating lesson for the unit. Guiding questions help set the expectation for what students learn, and pre/post assessments establish baseline knowledge to gauge student learning. Modification and Extension suggestions recommend ways to abridge or expand the activities within the unit, and provide tips for engaging parents and peers outside of the classroom.

[Download the free course curriculum outline](#) (.pdf; requires [Adobe® Reader](#))

What do you think?

Your feedback helps us improve our curriculum. Take a minute to fill out our survey form.

[Take the Survey](#)

Are you from outside the U.S.? Tell us a little about yourself.

[Click here to take the international survey >](#)

Curriculum Units

You must be a registered educator to access the course curriculum downloads. [Register](#) or [Log in](#)

This program was designed for grades 8-10, but easily adapts for use in grades 6-12. It's organized into thematic units that span the following subject areas: Civics, Computer Science, Debate, Economics, Fine Arts, Government, Journalism, Language Arts, Drama, and Video Production.

If you are from outside the U.S., you may need to modify these materials slightly to apply to your students. You can also

Additional Resources



TEXAS EDUCATION AGENCY

[Home](#) | [District Locator](#) | [Index A-Z](#) | [Divisions](#) | [School Directory](#)

State Board of
Education &
Commissioner

About TEA

TEA Staff Directory

Accountability

Assessment/Testing

Curriculum &
Educational
Programs

Teacher Resources

Communications &
Publications

Data Resources &
Research

Finance

Grants & Program
Evaluation

Education Law &
Rules

Related Links

Contact Us

SEARCH TEA's Site

Internet Safety



Students

Educators

Parents

In accordance with HB 3171, Section 38.023, the Texas Education Agency has developed and made available to school districts a list of resources concerning Internet Safety. In the navigation bar above are links to 3 types of pages which are for students, educators and parents. Within each of the pages are links that categorize different aspects of Internet safety and digital citizenship to educate and inform.

Additional Resources

HOME • ABOUT • CYBERCRIME • CONTACT • PRIVACY POLICY



Play It Cyber Safe

While the Internet can be a unique educational and recreational resource for children, it's important that kids learn how to use this powerful tool safely and responsibly. The goal of this Web site is to empower children, parents and teachers to prevent cyber crime through knowledge of the law, their rights and how to avoid misuse of the Internet.

Additional Resources

- www.mybytes.com
- www.readwritethink.org
 - **Wading Through the Web lesson**
- www.becybersmart.org
- www.bsa.org (**Business Software Alliance**)
- www.netsmartz.org

Additional Activities

- www.mybytes.com/viewpoints
- **Write a response to one of the interviews – How does intellectual Property Rights affect each of these artists?**

The screenshot shows the MYBYTES website interface. At the top, there is a navigation bar with the MYBYTES logo, a 'WHAT IS ALL THIS?' link, and a 'SIGN IN' section with fields for 'username' and a password (represented by dots), and a 'GO' button. Below the navigation bar is a menu with links: HOME, MUSIC MIXER, SHOWCASE, VIEWPOINTS, INTERVIEWS, STORIES, POLLS, MY PROFILE, and ? HELP. The main content area is titled 'VIEWPOINTS' and contains the text: 'What do the artists think? They spend their lives creating music, movies, games and other content for the world to use and enjoy. And now we've asked them a few thought-provoking questions to find out their stance on Intellectual Property Rights and discover how IPR affects their everyday lives.' To the right of this text is a green box titled 'WANT TO HEAR MORE?' with the text: 'Click on any of the individuals below to hear their opinions on Intellectual Property Rights.' Below this text are three links: [Damon Lindelof](#), [Lil' Mo](#), [Craig Nova](#), [Jeff Fraley](#), and [Herb Jackson](#). At the bottom of the screenshot, there is a snippet of an interview for Damon Lindelof, with the text: 'Interview: Damon Lindelof Occupation: Television Writer and Executive' and navigation links '<PREV' and 'NEXT>'. Below the text is a photo of Damon Lindelof and a quote icon followed by the text: 'LOST is an idea-driven show—a story that unwinds episode to episode and requires a team of eight full-time writers just to keep it all straight. We sit in a room and craft each story from the ground up, all in service of the road map we've laid out for the grand scheme.'

Additional Activities

- www.mybytes.com/polls
- **Use the weekly polls as class intros or as blog/journal writing prompts**

The screenshot shows the MYBYTES website interface. At the top left is the MYBYTES logo. To its right is a navigation menu with items: HOME, MUSIC MIXER, SHOWCASE, VIEWPOINTS, INTERVIEWS, STORIES, POLLS, MY PROFILE, and ? HELP. Further right is a 'SIGN IN' section with a 'WHAT IS ALL THIS?' link, a username field, a password field, and a GO button. The main content area is titled 'POLLS' and features three poll cards for 'WEEK 1 POLL', 'WEEK 2 POLL', and 'WEEK 3 POLL'. Each card contains a question and a horizontal bar chart showing the distribution of responses.

MYBYTES

WHAT IS ALL THIS? SIGN IN

username

GO

HOME MUSIC MIXER SHOWCASE VIEWPOINTS INTERVIEWS STORIES POLLS MY PROFILE ? HELP

POLLS

WEEK 1 POLL

Your favorite band has just released its new album online, offering it on a pay-as-you-wish basis. How much would you pay?

Nothing. It's their loss.	21%
I'd pay up to \$5.	29%
I'd pay up to \$10.	27%
I'd pay full price.	23%

WEEK 2 POLL

How many times should you be allowed to burn a copy of a CD that you purchased?

Zero	8%
One or two	3%
Three to seven	1%
As many as I like; I own it.	86%

WEEK 3 POLL

How many times should you be allowed to use a song that you purchased to make mix CDs?

Zero	18%
One or two	14%
Three to seven	6%
As many as I like	22%