West Virginia Cyber-Safety Curriculum Example
adapted from TechSteps

Grade Level	Title	Description
Kindergarten	Let's Go	Students examine the broad scope of online materials while learning that they should always go to the Internet with an adult.
Grade 1	Let's Talk	Students discuss the medium and language of friendly communications and explore what they should do if they receive an unkind message.
Grade 2	Keep it to Yourself	Students learn to keep personal information to themselves, avoiding pop-ups and surveys, and only registering for games with supervision.
Grade 3	That's the Trick	Students learn to find 'kid-friendly' materials and guard against Web trickery that seeks their personal information or exposes their computers to viruses.
Grade 4	What Do You Mean?	Students learn differences between digital and face-to-face communication and the need to be precise in online messages.
Grade 5	Booster or Bully – It's Your Choice	Students explore what it means to be a bully and reflect on their own behavior. They explore the notion of 'just joking.'
Grade 6	What Would You Do?	Students consider what they would do if they were a bystander to bullying. They learn a 4-step process to handle cyber-bullying.
	Twenty Four Seven	Students consider the benefits and risks of being 'connected' all day every day.
Grade 7	Before You Click	Students explore the nature of digital messages that can't be taken back, that 'stick,' and that can be seen by 'everyone.'
	Just Between Us	Students learn how to safeguard personal and 'social' information, especially if that reveals details about one's physical location.
Grade 8	What's the Big Deal?	Students learn ways in which people are hurt online. Contrary to the notion that it's 'no big deal' they learn that in many cases it is.
	Who's Speaking?	Students discuss online anonymity, considering the implications of people being able to mask their identity.
Grade 9	Who's in the Driver's Seat?	Students examine strategies that teens can use to resist peer pressure to engage in cyber-bullying.
	Leaving Digital Footprints	Students explore the notion of a digital footprint, a trail of information that you have shared that perhaps others have copied and passed on. Discuss the permanence of the footprint and the importance of maintaining a good reputation online.
Grade 10	A Question of Freedom	This activity poses the question: 'At what point does free speech become cyber-bullying - and when this occurs, how can the perpetrator's right to freedom of speech be reconciled with a victim's right (ethical or legal) to safety, security, and privacy?'
	The Fair Share	Students explore how to safely and responsibly share data when collaborating and examine the ethical issues around the 'fair' sharing of creative works online. They record interviews based on stories told by teens about their experiences with intellectual property rights.

Grade 11	Get the Message Out	Students work together to create a script for a public service announcement about cyber-bullying.
	The Amplifier Effect	Students consider ways in which digital technologies amplify both good and bad. They weigh the positives and negatives of digitization, considering how these may increase or decrease in volume in the future.
Grade 12	Critical Consumer	Students explore the risks associated with e-commerce, e.g., the necessity to reveal personal information as part of online financial transactions. The concept of a financial footprint – a reputation created by one's online transactions – is explored along with lessons in prudent shopping.
	The Great Debate	This activity offers a number of controversial statements as subjects for debate, including: Online Anonymity Should Be Eliminated; Cyber-Bullying Should Be Criminalized; and Kid's Internet Use Should be Monitored.