

LEARNING STRAND 6 DIGITAL CITIZENSHIP

SESSION GUIDES FOR MODULE 5: DIGITAL SYSTEM NETWORK

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: DIGITAL CITIZENSHIP
SESSION GUIDES FOR MODULE 5 (DIGITAL SYSTEM NETWORK)

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 6: Digital Citizenship
Session Guides for Module 5 (Digital System Network)

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Digital System Network under Learning Strand 6 Digital Citizenship of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

DIGITAL SYSTEM NETWORK **Module 5 Session Guide**

For us to be able to search for information and resources and communicate with others in our everyday lives, we need a digital system network. This includes internet connection.

This module will discuss three (3) lessons, namely:

Lesson 1 – Internet Connections

Lesson 2 – Search Engines

Lesson 3 – Communication Tools & Educational Resources

Introductory Activity (optional)

1. Introduce the lessons covered in Modules 5, its key concepts and learning objectives.
2. Let learners answer the preliminary activity for Module 5 in the “Pre-assessment” section by identifying which logos are familiar to them.

INTERNET CONNECTIONS Session Guide No. 1

I. Key Understandings to Be Developed

- Wireless connection doesn't require telephone lines or cables in connecting to the internet.
- www refers to world wide web.
- Dial-Up relies on the use of traditional telephone lines to carry data packets and provide users with access to the web.
- DSL connection uses two lines, so your phone is not tied up when your computer is connected.

II. Learning Objectives

1. Describe the different ways to access the internet.
 - dial-up (analog)
 - DSL
 - cable
 - wireless
 - satellite
 - cellular
2. Make use of the World Wide Web (www) to search for information (LS6DC-DS-PSD-AE/JHS-4).
3. Browse the world wide web using different types of internet connections/internet service providers: (LS6DC-DS-PSD-AE/JHS-5)
 - DSL
 - Wireless Broadband
 - WiFi
 - Ethernet

III. Resources

- Module 5
- Computer/mobile device for demonstration

IV. Activity

1. As a preliminary activity for lesson 1, ask learners to do “Let’s Try This” section by allowing them to analyze the scenario carefully for them to be able to solve the character’s problem.

V. Analysis

1. After the activity, ask the following questions:
 - *How did you find the activity?*
 - *What do you think about the scenario?*
2. Present the capabilities of the different ways of accessing the internet.
3. Discuss how the world wide web plays an important role in our digital life.

VI. Generalization

1. Emphasize to learners that with the fast development of technology today, the digital world is becoming increasingly accessible to us, anytime we want and anywhere we may be.

VII. Application

1. Let learners answer the activity in *Sharpening Your Skills* by allowing them to identify which internet connection is applicable in each number.
2. Let learners narrate their experiences in accessing the internet. Let them choose only one among the options.

VIII. Concluding Activity

1. Ask learners to browse the world wide web (www) using the type of internet connection/internet service provider available their area.

They may choose one topic from the following categories: (a) latest dance craze, (b) how to cook any pork dish, (c) new hairstyles, (d) news headline, and (e) how to change password in social media.

SEARCH ENGINES **Session Guide No. 2**

I. Key Understandings to Be Developed

- Search engines provide a list of results that best match what you are looking for.
- Bookmark is the easiest way to access the website you often visit immediately.

II. Learning Objectives

1. Use the different search engines in researching a topic (LS6DC-DS-PSD-AE/JHS-6).
 - Yahoo
 - Ask.com
 - Google
 - AOL
 - MSN
 - Bing
2. Explain how to bookmark a website (LS6DC-DS-PSD-AE/JHS-7).
3. Demonstrate the process of downloading and uploading files using websites (LS6DC-DS-PSD-AE/JHS-8).
 - download files from websites
 - upload files from websites

III. Resources

- Module 5
- Computer unit/mobile device for demonstration

IV. Activity

1. Introduce the topics covered in this lesson, its key concepts, and learning objectives.
2. Let learners answer the preliminary activity for Lesson 2 in *Trying This Out* by putting a small check mark on the photo/s which are familiar to them.
3. Explain that those logos are called search engines.
4. Tell learners that they will know how these search engines work in this lesson.

V. Analysis

1. Process the student's answer and ask the question:
 - *How does using the Internet help you in your every day life?*
2. Explain that bookmarking a website is just like putting a bookmark on the page of a book you are reading so you can easily return to that page later on. Thus, bookmarking a website is saving that web page you have visited, making it easy to access again later on.
3. Discuss that search engines provide a list of results that best match what you are looking for.
4. Emphasize that there are different search engines available on the internet.

VI. Generalization

Emphasize to learners that search engines are also called **websites**. All links and websites that are related to your search in any of these search engines will come out. Then, if you want to save it for future use, you may **bookmark** it. This is an excellent way to navigate the website you often visit immediately.

VII. Application

1. Remind learners that they need a device connected to an internet to perform the activities.
2. In *Sharpening Your Skills*, let learners use different search engines to search for the given topic.
 - *How to protect oneself from Coronavirus Disease (COVID-19)*
3. Ask learners to bookmark three (3) websites that they have searched in the previous activity.

VIII. Concluding Activity

1. In *Treading the Road to Mastery*, ask learners to give their insights about the importance of learning how to make use of search engines and how to bookmark websites.
2. End the session by reviewing the key understandings developed.

COMMUNICATION TOOLS AND EDUCATIONAL RESOURCES

Session Guide 3

I. Key Understandings to Be Developed

- Social media sites can be used for entertainment, communication, and educational purposes.

II. Learning Objectives

1. Create web pages using web-development software.
2. Publish web pages on the world-wide web.
3. Collaborate with other people or group of people using different user-generated content (LS6DC-DS-PSD-AE/JHS-11).
 - group sites (e.g., Yahoo groups, Google groups)
 - blogs
 - discussion forums
 - social networking sites (e.g., Facebook, Twitter, Instagram)
4. Make use of communication tools and educational resources in the internet for the following purposes: (LS6DC-DS-PSD-AE/JHS-12)

Communication

- Email
- Chat
- Discussion forums
- Group sites (e-groups, mailing lists)
- Social networking sites (e.g., Facebook, Twitter, Instagram)

Educational

- blogs
- wikis
- online test/quiz
- online survey
- e-books/online books

- video on demand (e.g., YouTube)
- podcast
- audio/video CDs
- digital encyclopedia (e.g., Encarta)
- digital games
- “Intel Teach” educational tools
- electronic gradebooks
- interactive maps

III. Resources

- Module 5
- Computer unit/mobile device for demonstration

IV. Activity

1. Review the previous lesson on search engines.
2. Let the learners answer the activity in *Trying This Out*.
3. Elicit answers from learners.

V. Analysis

1. Ask the learners the questions:
 - *What are your thoughts about interacting with other people using online communication tools or platforms like email, chat, online discussions and social networking sites?*
 - *Do you find it useful? How?*
2. Discuss the uses of online communication tools or platforms.
3. Emphasize that these platforms are not only for entertainment purposes, but also for communication and education.

VI. Abstraction/Generalization

1. Explain that these communication tools or platforms allow people to interact with each other online.
2. Discuss that these platforms can be used for entertainment, communication and educational purposes.

VII. Application

1. Let the learners answer the activity in *Sharpening Your Skills* by determining how the online communication platform was used in each context.
2. Tell learners that they need a device connected to an internet to perform the activity.

For communication

- Join a group of your interest in any social media sites.
- Collaborate with members and participate in their trending discussion.
- Chat one of your closest friends and start an interesting conversation.

For educational

- Go to YouTube and watch a video about the different kinds of mobile devices. Take note of its advantages and disadvantages.
 - Read an E-book about the uses of mobile devices.
3. Ask learners to bookmark three (3) websites that they have searched in the previous activity.

VIII. Concluding Activity

1. Let learners answer the activity in *Treading the Road to Mastery*.
2. Ask learners to share the activities that they have done using social media sites according to communication and education.
3. End the session by reviewing the key understandings developed.

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