

# Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions



Connecticut State Department of Education  
January 2020



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# Digital Citizenship, Internet Safety, and Media Literacy Advisory Council

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- Jennifer Dolan, Education Consultant, Consultant and Researcher
- Charles Dumais, Executive Director, Cooperative Educational Services
- Jennifer Falotico, President, Connecticut Parent Teacher Association
- Barbara Johnson, Librarian, Jack Jackter Intermediate School, Colchester
- Gregory Lawrence, Education Consultant, Department of Children and Families
- Glenn Lungarini, Executive Director, Connecticut Association of Schools
- Kristie McGarry, Library Media Specialist, Platt Technical High School, Connecticut Technical Education and Career System
- Mary Ellen Minichiello, Adjunct Professor in School Library Media, Southern Connecticut State University
- Robert R. Mitchell, President, Connecticut Associations of Boards of Education (CABE)
- Karissa Niehoff, Former Executive Director, Connecticut Association of Schools
- James Sepa, Library Scientist, Connecticut Education Association
- Marcus Stallworth, Owner, Welcome 2 Reality
- Melissa K. Wlodarczyk Hickey, Reading/Literacy Director, State Department of Education

# Overview

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[Public Act No. 17-67, Section 1](#) established a Digital Citizenship, Internet Safety, and Media Literacy Advisory Council. The council was appointed by the Commissioner of Education and consists of teachers, librarians, representatives from parent-teacher organizations, and persons with expertise in digital citizenship, Internet safety, and media literacy. The council was formed to provide recommendations to the Connecticut State Board of Education regarding:

- practices relating to instruction in digital citizenship, Internet safety, and media literacy; and
- methods of instructing students to safely, ethically, responsibly, and effectively use media and technology resources.

These guidelines will assist stakeholders with instructional practices and methods regarding digital citizenship, Internet safety, and media literacy.

## Purpose and Rationale

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Many students are adept users of technology for consumption and social activities, but research (Dolan, 2015; Hohlfield, Ritzhaupt, Barron, & Kemper, 2008; Kvavik, 2005; Leu, Zawilinski, Forzani, & Timbrell, 2014; Tyner, 2003; Warschauer, & Matuchniak, 2010; Watters, 2013) shows that students' skill in the use of technology for learning and creating is limited. Students must be media literate; literacy can no longer be defined as just the ability to read and write from print. The definition of literacy must be expanded to include digital literacies that incorporate information and communication technologies (NCTE, 2013; UN, 2017). Media literate students can use multiple forms of media (e.g., video, audio, and imagery) to create, communicate, and differentiate fact versus fiction. Learning how to participate civilly in online discourse/activities and collaborate virtually are essential components of digital citizenship that prepare students for the workforce and the complex global society of the future. Students must be digital citizens who understand that the technology they use produces a permanent record of their thoughts and actions; this record becomes an imprint or a "tattoo" that will follow them throughout their lives.

According to the Connecticut Commission for Educational Technology (CCET, 2017), Connecticut has some of the best-connected schools in the nation. An estimated 58 percent of middle schools and 71 percent of high schools have adopted 1:1 computing programs and provided a school-issued device to every student, although CCET acknowledges continued large disparities between at-home and in-school access to technology. In addition, even as districts heed the call to integrate technology into teaching and learning, the lack of common best practices underlying the ethical and responsible use of technology exists. Every day, students are vulnerable to dangers such as cyber-bullying, cyber-predators, identity theft, phishing, downloading malware, and false information, among others. How to safely navigate the Internet inside and outside of school remains consequential for Connecticut students.

As technology evolves and districts rapidly integrate new technologies, there is a critical need for the foundational skills of digital citizenship, Internet safety, and media literacy to be applied to teaching and learning across all grade levels, starting in Kindergarten. Per Section 10-221a of the Connecticut General Statutes, commencing with classes graduating in 2023 and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed one credit in health and safety, which includes the safe use of social media.

# Definitions

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*The Digital Citizenship, Internet Safety, and Media Literacy Guidelines* are organized by instructional practices and methods related to: (1) digital citizenship, (2) Internet safety, and (3) media literacy. These terms are defined as follows:

## Digital Citizenship

As defined by the [International Society for Technology Education](#) (ISTE, 2018), “Digital citizenship is the ability for students to recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.”

Students who demonstrate digital citizenship:

- cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world;
- engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices;
- demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property; and
- manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

## Internet Safety

As defined by [Common Sense Education](#) (2018), “Internet safety or ‘e safety’ includes knowing about one’s Internet privacy and how one’s behaviors can support a healthy interaction with the use of the Internet.”

Students who demonstrate Internet safety:

- act responsibly and do not expose themselves or others to harm;
- are mindful and careful of online interactions;
- are aware of the permanent nature of online interactions;
- ensure interpersonal interactions in cyberspace mirror face-to-face interaction expectations;
- keep personal information and intellectual property protected;
- protect against crime and do not put others at risk; and
- recognize warning signs of cyberbullying.

## Media Literacy

The [American Association of School Librarians \(AASL\)](#) defines media literacy as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Students who are media literate are equipped with the skills to recognize when information is needed and have the ability to locate, evaluate, and use the information effectively” (AASL, 2018).

Students who demonstrate media literacy are able to fluently, effectively, and thoughtfully:

- apply critical analysis skills as they find and evaluate information in a variety of formats;
- interpret and create content;

- share learning with others that enhances positive growth; and
- understand complex messages, bias, and the influences of media.

## **Developing a Comprehensive Learning System that Supports the Safe, Ethical, Responsible, and Effective Use of Media and Technology**

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*The Digital Citizenship, Internet Safety, and Media Literacy Guidelines* document created by the council provides various resources to support the establishment of a learning system that supports digital citizenship, Internet safety, and media literacy. Although not exhaustive, the resources create a road map for Connecticut educators, families, policy leaders, and community members to improve practices and methods regarding the safe, ethical, responsible, and effective use of media and technology resources. Districts may want to begin the process by using Appendix A, the [District Checklist to Assist in the Development of a Comprehensive Learning System that Supports the Safe, Ethical, Responsible, and Effective Use of Media and Technology Resources](#).

## **Developing Digital Citizenship, Internet Safety, and Media Literacy Curricula and Instruction**

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Section 10-221a and Section 10-16b of the Connecticut General Statutes include safe use of social media as a topic requiring coverage for high school graduation. Districts should consider creating curricula that identify the essential skills and knowledge students must acquire and demonstrate regarding digital citizenship, Internet safety, and media literacy. Here are suggested steps to assist in the curricula writing process:

- Identify staff, students, and parents to serve on a curriculum writing committee (student and parent voice is essential in this area due to the nature of digital citizenship’s impact beyond the classroom).
- Review and use *The Digital Citizenship, Internet Safety, and Media Literacy Guidelines* to explore resources provided to access digital citizenship curricula established by other school districts as well as lessons and activity resources.
- Create essential questions to guide the work of curriculum writing, such as:
  - How can we (i.e., staff, students, parents, community) use technology to be effective and positive digital citizens and communicate with people we know and the larger global community?
  - How do we manage information and tools to use them safely, effectively, and legally?
  - How does technology benefit our academic, social, and emotional selves?
- Identify curricula and instructional practices currently in place across the district.
- Create curricula, grade-level instruction, and activities for elementary, middle, and high school levels using the resources located in *The Digital Citizenship, Internet Safety, and Media Literacy Guidelines*.
- Plan a digital citizenship curriculum review process every two years to ensure that objectives, understandings, and activities are current with digital trends.

Districts may want to use Appendix B, the [District Checklist to Assist in the Development of Digital Citizenship, Internet Safety, and Media Literacy Curricula and Instruction](#).



## Resources to Support Digital Citizenship

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- [Common Sense Education](#): Expert-tested resources for K–12 educators including scope and sequence, lesson plans, and a digital citizenship program. Also includes resources for parents and a step-by-step community involvement guide.
- [Cyberpatriot](#): Air Force Association archived online training modules cover topics such as cyber ethics, cybersecurity, and online safety.
- [Cyberpatriot Elementary School Cyber Education Initiative](#): Three interactive learning modules created to increase K-6 students' online safety awareness.
- [Cyberwise](#): This site combines in-depth research with a fully developed curricular unit (cyber civics) to provide a wealth of resources for educators and parents. Higher education professionals might use research resources from this site in teacher education seminars.
- [Digizen](#): This interactive site is a comprehensive resource on digital citizenship for educators, parents, and students specifically targeting social media/networking sites and online etiquette.
- [Edtech Update](#): K-12 resources from educators for educators that vary from primary lessons and suggestions for read aloud texts, to highlighting the best apps.
- [Edutopia](#): Six resource links that include information, curricular ideas, and activities for K-12 educators, videos, and strategies for engaging parents.
- [ISTE Essential Elements of Digital Citizenship](#): Nine key elements addressing how to use technology in school, at home and in the community.
- [New York Public Library](#): Internet Safety tips for children and teens.
- [Teaching Channel: Video Playlist](#): A video playlist of teachers educating students on issues such as digital citizenship, copyrights, online privacy, digital footprints, and online etiquette.
- Sample Curricular Units: See [Appendix A](#) of this document. Shelton Public Schools created K-2 and 3-4 units and have shared [Unit 2](#) as a model for all districts in Connecticut.  
\*Connecticut created resource\*

## Resources to Support Internet Safety

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- [Be Internet Awesome with Google](#): Free digital safety tools, curriculum, and resources that have earned the ISTE Seal of Alignment.
- [Common Sense Education](#): K-12 digital citizenship program including resources for students, teachers, and families.
- [Education World](#): Example of how a school in Tennessee addressed Internet safety at home and at school.
- [Edutopia](#): Article includes a lesson plan to assist young students in understanding Internet safety.
- [Federal Trade Commission \(FTC\)](#): Online security tips and resources for educators, parents, and families.
- [Interland from Google](#): Interland is Google's Be Internet Awesome online game; it's cloud-based, free, and can be used across devices.
- [Netsmartz](#): Tools for parents, teachers, and kids including lesson plans and online games.
- [Stop. Think. Connect](#): The U.S. Department of Homeland Security offers cybersecurity toolkits and activities for a variety of audiences including students and families.

## Resources to Support Media Literacy

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- [Cornell University Digital Literacy Resource](#): Information on a variety of topics such as copyright law; finding, evaluating, and citing information sources online; Cornell faculty viewpoints on plagiarism; and advice regarding privacy practices on the Internet.
- [Media Education Lab](#): Media literacy resources including research and curricula.
- [Media Literacy Now](#): National advocacy organization for media literacy education policy.
- [Newseum](#): Activities, resources and lessons for developing student's media literacy skills.
- [National Integrated Cyber Education Research Center \(NICERC\)](#): K-12 curricula incorporating safety and citizenship resources for educators, including printables, activities, and teaching strategies.
- [National Telecommunications and Information Administration](#): Offers a repository of resources by topic, skill, format, and skill level.
- [ThinkB4U](#): Collaboration between Google Inc., Common Sense Media, ConnectSafely, and the National Consumers League.
- [School Library Connection](#): Luhtala, M., & Whiting, J. (2018, October) News Literacy: The Keys to Combating Fake News. *School Library Connection*.
- [Information Literacy](#): This website was created by the Ridgefield Connecticut Public Schools' Library Media Specialists. \*Connecticut created resource\*

## Resources to Engage Parents and Families

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- [DARE](#): D.A.R.E. now provides resources and programs on Internet safety for parents/schools.
- [Common Sense Media](#): Lesson plans and resources for parents and teachers on Internet safety, media literacy, and digital citizenship.
- [Connect Safely](#): A Parents' Guide to Educational Technology.
- [Connect Safely](#): The Parent & Educator Guide to Media Literacy & Fake News.
- [Connect Safely](#): A Parents' Guide to Cyberbullying.
- [Homeland Security](#): Online lessons/activities from Homeland Security for Parents re: Online Safety.
- [National PTA](#): Resources and recommendations for digital safety and school/family partnerships.
- [The Children's Partnership](#): Empowering Parents through Technology to Improve the Odds for Children.
- [The Washington Post](#): Article about involving the community to teach parents about Internet safety: Internet safety courses teach parents dangers of digital realm.
- [Welcome2Reality](#): Free printable parent/child contracts for social media usage and Parent Guide to Teen Texting (Text lingo list)

# Recommended Stakeholder Actions to Support Digital Citizenship, Internet Safety, and Media Literacy

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The Board suggests the following actions to support the establishment of collaboration among the state's various stakeholders to build a comprehensive learning system that explicitly supports the safe, ethical, responsible, and effective use of media and technology resources.

## Connecticut State Department of Education

- Disseminate relevant resources to districts and stakeholders.
- Collaborate with library media/library science organizations, higher education institutions, and business and industry to provide professional learning promoting high-quality instruction for all students.
- Encourage all schools and districts to address these topics.

## Local Boards of Education

- Develop updated required policies for safe and acceptable use of technology and stay current with emerging technologies.
- Model positive, safe, legal, and ethical behavior.
- Ensure students have equitable access to technology in and out of school.
- Provide professional learning opportunities for classroom teachers, library media specialists, administrators, and curriculum specialists to collaborate, develop, and implement high-quality lessons and activities.
- Develop relationships with library media/library science organizations, higher education institutions, and business and industry to provide professional learning programs and promote high-quality instruction for all students.
- Assist families in understanding ways in which their children can use technology effectively and safely.
- Hire certified, full-time library media specialists and fund library programs in all K-12 schools.

## Higher Education Institutions

- Provide training for mentor teachers who will be assigned a pre-service teacher.
- Create professional learning for K-12 teachers to work with professors to make connections K-16.
- Embed technology specific coursework into pre-service programs.
- Require all preservice professors to be proficient in new literacies and technology for classroom use.

## Parents and Families

- Establish open lines of communication and have conversations regarding the safe and responsible use of technology.
- Monitor students' use of technology to ensure safety and responsibility.
- Develop ongoing partnerships with schools.
- Advocate access to technology instruction for students.

## Community, Business, and Industry

- Support and enhance community-based educational opportunities that engage students, schools, and families.

- Advocate for access to specific instruction.
- Develop ongoing, systematic partnerships with schools and districts.
- Create real world experiences that provide mentoring and internships for teachers and students.
- Sponsor, support, and participate in extracurricular school activities.

## **Student Data Privacy Toolkit**

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The [Student Data Privacy Toolkit](#) is available from the [Connecticut Commission for Educational Technology](#) and provides an explanation of the law with definitions and obligations for K–12 boards of education as well as educational contractors and operators. It includes resources to support districts in the areas of training, communication, and general compliance.

## **Assistance for Local and Regional Boards of Education**

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The Connecticut Commission for Educational Technology has published guidance for local and regional boards of education to assist in the revision of policies to support digital learning. This guidance can be found on the [Connecticut Commission for Educational Technology Website](#).

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## Appendix A: District Checklist to Assist in the Development of a Comprehensive Learning System that Supports the Safe, Ethical, Responsible, and Effective Use of Media and Technology Resources

Check the box that best applies. For those areas that are in development or developed, include documents/policies/information.	Not Yet Developed or Not Being Practiced	In Development or Emerging in Practice	Developed or Evident in Practice
Our district currently has the following practices or structures in place:			
Updated policies concerning the safe and acceptable use of technology.			
Updated responsibilities for all stakeholders using technology.			
Updated curricula regarding digital literacy, Internet safety and media literacy.			
Relationships with library media/library science organizations, higher education institutions, and business and industry to provide professional learning programs and promote high-quality instruction for all students.			
District and school philosophy/mission statements include technology.			
Modeling of positive, safe, legal, and ethical behavior.			
Equitable access for students to technology both in and out of school.			
Professional learning opportunities for district and school staff to develop media literacy.			
Time for library media specialists, administrators, and curriculum specialists to collaborate, develop, and implement high-quality lessons and activities.			
Assistance for families in understanding ways in which their children can use technology effectively and safely.			
Information or education for families to learn more on how to utilize technology to measure student success and effectively communicate with teachers.			

## Appendix B: District Checklist to Assist in the Development of Digital Citizenship, Internet Safety, and Media Literacy Curricula and Instruction

Check when step has been completed.	Completed
<b>Our district has:</b>	
Identified staff, students, and parents to serve on a curriculum writing committee.	
Reviewed and used <i>The Digital Citizenship, Internet Safety, and Media Literacy Guidelines</i> to explore Digital Citizenship, Internet Safety, and Media Literacy.	
<p>Created essential questions to guide the work of the curriculum writing committee. Examples of essential questions include:</p> <ul style="list-style-type: none"> <li>• How can we (i.e., staff, students, parents, community) use technology to be effective and positive digital citizens and communicate with people we know and the larger global community?</li> <li>• How do we manage information and tools to use them safely, effectively and legally?</li> <li>• How does technology benefit our academic, social, and emotional selves?</li> </ul>	
Identified curricula, instructional practices, and resources currently in place across the district.	
Created grade level instruction and activities for elementary, middle, and high school levels.	
Created a shared digital folder where committee members can contribute effective lessons and/or activities they have conducted.	
Created a process to gauge impact of curricula and instruction implementation.	
Planned a digital citizenship curriculum review process every two (2) years to ensure that objectives, understandings, and activities are current with digital trends.	



## Appendix C: Shelton Public Schools Unit Two

### Unit Two: Digital Citizenship K-2 Library Science

<b>Unit #2: Title:</b> Digital Citizenship	
<b>Grades: K-2 Grade level A1 (K-2)</b>	<b>Duration of Unit: 6 lessons</b>
<b>Standards:</b>	
<b>ISTE 2 Digital Citizenship:</b> Student recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	
Students will:	
<ul style="list-style-type: none"><li>a. Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world.</li><li>b. Engage is positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</li><li>c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</li><li>d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</li></ul>	
<b>CS: Networks and the Internet - Cybersecurity:</b> 1A-N1-04 Students will explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized use.	
<b>CS: Impacts of Computing – Social Interactions:</b> 1A-IC-17: Students will work respectfully and responsibly with others online.	
<b>CS: Impacts of Computing – Safety, Law, and Ethics:</b> 1A-IC-18: Students will keep login information private, and log off devices appropriately.	
<b>AASL: Engage:</b> Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world.	
<b>CC: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>	

<b>Prerequisite Information:</b>			
<b>Essential Question(s):</b>			
<ul style="list-style-type: none"> <li>• <i>How do you stay safe when you are online?</i></li> <li>• <i>What must be done to ensure proper credit has been attributed to all sources of information used?</i></li> <li>• <i>How can the information from Internet sources be accessed and used safely?</i></li> <li>• <i>What are the ethics and responsibilities associated with the use of information?</i></li> <li>• <i>What decisions have been made to ensure safety while using online resources?</i></li> </ul>			
<b>Big Idea(s)</b> AASL – Engage: Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world			
<b>Major Topic</b>	<b>Performance Outcomes</b>	<b>Instructional Methods (Including integration of technology &amp; Assessment Tools)</b>	<b>Pacing (Days)</b>
<p>ISTE: Student recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>CS: Impacts of Computing</p> <p>AASL: Engage - : Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world</p>	<p>Students will:</p> <p>e. Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world.</p> <p>f. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>g. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>h. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<p><b><u>Beginning of the year</u></b>  <b>Common Sense Media Lessons</b>  <a href="https://www.common Sense Media.org/">https://www.common Sense Media.org/</a></p> <p><b><u>Beginning of the year</u></b>  <b>Common Sense Media Lessons</b>  <a href="https://www.common Sense Media.org/">https://www.common Sense Media.org/</a></p> <p><b>Lesson A</b>  Kindergarten <a href="#">Staying Safe Online</a>  Grade 1 <a href="#">Going Places Safely</a>  Grade 2 <a href="#">Using Keywords</a>  Grade 3 <a href="#">Private and Personal Information</a>  Grade 4 <a href="#">Strong Passwords</a></p> <p><b>Lesson B</b>  Kindergarten <a href="#">Free Brainpop Video</a>  Grade 1 <a href="#">A-B-C Searching</a>  Grade 2 <a href="#">Sites I Like</a>  Grade 3 <a href="#">The Power of Words</a>  Grade 4 <a href="#">Digital Citizenship Pledge</a></p> <p><b>Lesson C</b></p>	19

	<p><b>CS: Networks and the Internet – Cybersecurity:</b> 1A-N1-04 Students will explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized use.</p> <p><b>CS: Impacts of Computing – Social Interactions:</b> 1A-IC-17: Students will work respectfully and responsibly with others online.</p> <p><b>CS: Impacts of Computing – Safety, Law, and Ethics:</b> 1A-IC-18: Students will keep login information private, and log off devices appropriately.</p>	<p>Kindergarten <a href="#">My Online Community</a></p> <p>Grade 1 <a href="#">Keep It Private</a></p> <p>Grade 2 <a href="#">Powerful Passwords</a></p> <p>Grade 3 <a href="#">You've Won a Prize!</a></p> <p>Grade 4 <a href="#">Rings of Responsibility</a></p> <p><b>Lesson D</b></p> <p>Kindergarten ...</p> <p>Grade 1 <a href="#">Screen Out the Mean</a></p> <p>Grade 2 <a href="#">Show Respect Online</a></p> <p>Grade 3 <a href="#">Talking Safely Online</a></p> <p>Grade 4 <a href="#">Super Digital Citizen</a></p> <p><b>Lesson E</b></p> <p>Grade 1 <a href="#">My Creative Work</a></p> <p>Grade 2 <a href="#">SENDING EMAIL</a></p> <p>Grade 3 <a href="#">Whose Is It, Anyway?</a></p> <p>Grade 4 <a href="#">Picture Perfect</a></p> <p><b>NearPod:</b></p> <p><b><u>Last 2 weeks of school</u></b></p> <p>FBI SOS website (<a href="https://sos.fbi.gov/">https://sos.fbi.gov/</a>)</p> <p>Federal Bureau of Investigation Safe Online Searching (Grades 3-8)</p>	
Family Connections	Parent Discussion Parent Discussion	<b>Rings of Responsibility</b> <a href="https://www.common sense.org/education/video">https://www.common sense.org/education/video</a> <b>Device Free Dinner</b>	
		<b>Total Days</b>	19

<p><b>Vocabulary:</b></p> <p>“Unwrapped” Concepts (students need to know)</p> <p>Knowledge Ethical Responsible Member Democratic Society Digital Citizenship Credible Accuracy Source Information Plagiarism Creator Producer Copyright Guidelines Information technology Safe behaviors Ethical behaviors Electronic Communication Interaction</p> <p>“Unwrapped” Skills (students need to be able to do)</p> <p>Share Participate Assess credibility Assess accuracy Avoid Plagiarism Respect Gather information Use information Practice</p>	<p><b>Embedded Task/Assessment(s):</b> Collaboratively Planned Research Projects Common Sense Media Assessments</p> <p><b>Technology Activities/Resources:</b></p> <p><b>Grade 2: Common Sense Media Assessments</b> <a href="https://www.commonsense.org/education/unit-assessments">https://www.commonsense.org/education/unit-assessments</a></p> <p><b>Extension Activity:</b></p> <p><b>Last 2 weeks of school – Extension Activities</b> FBI SOS website (<a href="https://sos.fbi.gov/">https://sos.fbi.gov/</a>)</p> <p><a href="https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf">https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf</a></p> <p><a href="https://portal.ct.gov/-/media/SDE/Computer-Science/CS_Standards_Progressions.pdf?la=en">https://portal.ct.gov/-/media/SDE/Computer-Science/CS_Standards_Progressions.pdf?la=en</a></p> <p><a href="https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf">https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf</a></p>
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## Grades 3-4 Unit 2 Digital Citizenship

<b>Unit Two: Title:</b> Digital Citizenship	
<b>Grades: 3 – 4 Grade level / Computer Science 1B (3 - 4)</b>	<b>Duration of Unit: 6 lessons</b>
<p><b>Standards:</b></p> <p><b>ISTE 2 Digital Citizenship:</b> Student recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p><b>CSTA:</b> Computer Science (by the end of grade 5)          1B-NI-05 Discuss real-world cyber security problems and how personal information can be protected. (P3.1)          1B-IC-21 Use public domain or creative commons media, and refrain from copying or using material created by others without permission. (P7.3)</p> <p><b>AASL – VI. Engage:</b> Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● <i>How do you stay safe when you are online?</i></li> <li>● <i>What must be done to ensure proper credit has been attributed to all sources of information used?</i></li> <li>● <i>How can the information from Internet sources be accessed and used safely?</i></li> <li>● <i>What are the ethics and responsibilities associated with the use of information?</i></li> <li>● <i>What decisions have been made to ensure safety while using online resources?</i></li> </ul>	
<p><b>Big Idea(s):</b> What students do in the digital world impacts the real world. In a digital world, we need to be respectful, responsible, and safe.</p>	

Major Topic	Performance Outcomes	Instructional Methods (Including integration of technology & Assessment Tools)	Pacing (Days)
Digital Citizenship, Responsible Use, News & Media Literacy	Students will: <ol style="list-style-type: none"> <li>Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world.</li> <li>Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</li> <li>Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</li> <li>Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</li> </ol>	<b>Common Sense Media Lessons</b> <a href="https://www.commonsensemedia.org/">https://www.commonsensemedia.org/</a> <b>Grade 3:</b> <ol style="list-style-type: none"> <li><b>Rings of Responsibility:</b> How do digital citizens take responsibility for themselves, their communities, and their world?</li> <li><b>Password Power-Up:</b> How can a strong password help protect your privacy?</li> <li><b>This Is Me:</b> How does what I post online affect my identity?</li> <li><b>Our Digital Citizenship Pledge:</b> What makes a strong online community?</li> <li><b>The Power of Words:</b> What should you do when someone uses mean or hurtful language on the Internet?</li> <li><b>Is Seeing Believing?:</b> Why do people alter digital photos and videos?</li> </ol> <b>Grade 4:</b> <ol style="list-style-type: none"> <li><b>My Media Choices:</b> What makes a healthy media choice?</li> <li><b>Private and Personal Information:</b> What information about you is OK to share online?</li> <li><b>Our Online Tracks:</b> How does our online activity affect the digital footprints of ourselves and others?</li> <li><b>Keeping Games Fun and Friendly:</b> How can I be positive and have fun while playing online games, and help others do the same?</li> <li><b>Super Digital Citizen:</b> How can we be upstanders when we see cyberbullying?</li> <li><b>A Creator's Rights and Responsibilities:</b> What rights and responsibilities do you have as a creator?</li> </ol> <b>Nearpod:</b> <b>Last 2 weeks of school</b> FBI SOS website ( <a href="https://sos.fbi.gov/">https://sos.fbi.gov/</a> ) Federal Bureau of Investigation Safe Online Searching (Grades 3-8)	19
		<b>Total Days</b>	19

<p><b><u>Family Connections</u></b></p> <p><b>Rings of Responsibility</b>  <a href="https://www.common sense.org/education/video">https://www.common sense.org/education/video</a>  <a href="#">Device Free Dinner</a></p>	<p><b>Embedded Task/Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Collaboratively Planned</li> <li>• Research Projects</li> <li>• Common Sense Media</li> <li>• Lessons</li> <li>• Common Sense Media</li> <li>• Assessments</li> </ul> <p><b>Technology Activities/Resources:</b></p> <p><b>Grade 2: Common Sense Media Assessments</b>  <a href="https://www.common sense.org/education/unit-assessments">https://www.common sense.org/education/unit-assessments</a></p> <p><b>Extension Activity:</b></p> <p><b><u>Last 2 weeks of school – Extension Activities</u></b>          FBI SOS website (<a href="https://sos.fbi.gov/">https://sos.fbi.gov/</a>)</p>
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