Unit 05: Digital Citizenship

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **3 sessions**
Status: **Published**

Brief Summary of Unit

Students with assistance will practice responsible, legal, safe, and ethical uses of information resources and technology. Digital citizenship teaches students that there are rights and responsibilities associated with the ethical use of information and using technology.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2026

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary

sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

Information Literacy for Elementary Educators

L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.C.1	Interacting with content presented by others.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D.3	Reflecting on their own place within the global learning community.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
VI	Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term

	consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.2.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.2.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Essential Questions

- How can I be safe when using technology?
- How do you go places safely on the computer?
- How does digital citizenship allow students to become responsible, legal and ethical users of information resources, computers and other technologies?
- What does it mean to be a good digital citizen?
- Who can help me if something happens online that makes me uncomfortable?
- Why do we give credit to the author or creator of any created work?
- Why is it important for students to understand social and cultural issues relating to media and technology and practice online safety?
- Why is it important to follow rules for responsible use of computers and other technologies?
- Why is it important to use technology safely, responsibly, and respectfully?
- Why is media literacy is a lifelong skill integral to digital citizenship, critical thinking, informed decision-making and active participation in our society?

Students Will Know/Student Will Be Skilled At

- Becoming a responsible user of computers, iPads, other technologies.
- Discover that the internet can be used to visit places all over the world and learn new things.
- Explain the importance of giving credit to the author or creator of any created work.
- Follow classroom rules for responsible use of computers and other technologies.
- Identify and practice appropriate and safe behaviors online.
- Practice appropriate and safe behaviors while online.
- Recognize what an author and illustrator do (ownership of work).
- Recognizing that the media specialist is ready to help find the answers to questions and help to use technology resources.
- Understand basic terms and concepts to describe computers and media.
- Will demonstrate proper care of computer equipment.
- With assistance, use pre-selected online resources responsibly.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Benchmark/Alternative: Independently answer-What is a website?
- Benchmark/Alternative: Independently answer-Who should be with you when you go online?
- Formative: Name one online safety rule.
- Formative: Tell why an adult should help them online.
- Formative: Follow computer rules and guidelines.
- Formative: Identify an author and illustrator as a creator of a work.
- Formative: With assistance, select appropriate digital resources and use responsibly.
- Summative: Explain one internet safety rule.
- Summative: Tell who they would ask before visiting a new website.

- Summative: Model how to visit websites safely.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community.

Sample Lesson Ideas

- Introduction: Arthur's Computer Disaster (Read Aloud)
- Media Balance Is Important: How do we find a happy balance between our online and offline activities? (Common Sense Media)

  Students consider the feelings of themselves and others when making decisions about when, where, and how much to use technology.

- Safety In My Online Neighborhood: How do you go places safely online? (Common Sense Media)

  The power of the internet allows students to experience and visit places they might not be able to see in person. But, just like traveling in the real world, it's important to be safe when traveling online. On this virtual field trip, kids can practice staying safe on online adventures.

- Pause for People: How do you say goodbye to technology when you don't want to? (Common Sense Media)

  Whether it's watching TV or playing on a tablet, using tech can be super fun! Often, kids find it hard to transition from an online activity to an offline one. Teach your students a simple routine for how to manage those inevitable digital interruptions that are part of everyone's lives in the digital age.

- Demonstrate how to access age appropriate pre-selected online resources.
- Demonstrate how you can travel to different faraway places on a computer by taking the class on a virtual field trip.
- Introduce key vocabulary: Internet, online, website, safe, adult, caution, right, credit, original, publish, explore
- Model how to select an appropriate website or resource to satisfy a specific informational need.
- Preview the essential questions and connect to learning throughout the unit.
- Refer to library and computer rules displayed in LMC.
- Students consider the feelings of themselves and others when making decisions about when, where, and how much to use technology.
- Students learn how to balance their time using technology.
- Students learn ways to transition from technology to other activities so they balance their device time.

- Students learn why we give the author and illustrator of a book credit for creating the words and pictures in a book.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Common Sense Media core materials are used by all library media specialists across district.

Supplemental Resources:

Select this link to view the Kindergarten Google Folder under media in the Grades K-5 folder.

Common Sense Media Kindergarten Curriculum https://www.commonsense.org/education/digital-citizenship?grades=k

Media Balance is Important- How do we find a happy balance between our online and offline activities?

Pause for People - How do you say goodbye to technology when you don't want to?

Safety in My Online Neighborhood - How do you go places safely online?

Netsmartzkids.org https://www.netsmartzkids.org/into-the-cloud/

Epic! Books (Digital Citizenship Ebooks)
Media Balance is Important (Google Slide)

Read Aloud for Media Balance-Couch Potato by Jory John

Safety in My Online Neighborhood (Google Slides)

Read Aloud for Staying Safe: Staying Safe Online (Capstone ebook)
Pause for People (Google Slides)

Read Aloud for Pause for People-Clicker the Cat by Cullane

Read Aloud for Pause for People-Unplugged by Steve Antony
Arthur's Computer Disaster (Google Slides-Video Read Aloud)

Other trusted websites for teaching this unit:

PebbleGo (Can click on library symbaloo so students will not need a password)
https://app.pebblego.com/login

Hidden Pigeon Company (Mo Willems) https://hiddenpigeoncompany.com/

San Diego Zoo https://zoo.sandiegozoo.org/

PBS Kids https://pbskids.org/

- Age appropriate online databases
- Age appropriate websites
- Common Sense Media Lesson Plans, Handouts, and Videos
- Computer technology (Ipads/Chromebooks/tablets)
- Interactive board technology
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- Virtual Field Trip Sites that you can visit ○ The San Diego Zoo (http://kids.sandiegozoo.org/) This website includes galleries of animal photographs, slideshows, and live "animal cams" of the residents of the San Diego Zoo in San Diego, California. ○ Destination Modern Art (https://www.moma.org/interactives/destination/) This interactive, kid-directed site from New York's Museum of modern Art takes children on a virtual tour of the museum, its artwork, and the artists.
- Visual aids

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.