Unit 06: Digital Citizenship

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 Sessions**
Status: **Published**

Brief Summary of Unit

With assistance, students 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

LA.RL.1.1	Ask and answer questions about key details in a text.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
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 we make safe choices when we explore and use digital resources?
- How can we show respect for someone else's work?
- How do we show that we are responsible digital citizens?
- What responsibilities do we have when we use information and technology?
- Why is it important to give credit to the authors, artists, and creators of ideas and information?
- Why is it important to use technology safely, responsibly, and respectfully?

Students Will Know/Students Will Be Skilled At

- Responsible use of technology as well as safe and appropriate behavior online.
- The appropriate and safe behaviors online.
- The importance of giving credit to the author or creator of any created work, as well as the way to give credit for work (ie: title, name & date) and citing sources.
- Using a directory site, such as online dictionary, with alphabetical listing to help them find information on the Internet.

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.

- 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 those resources responsibly.
- Summative: Model how to cite basic information about a source.

- Summative: Model how to rate an internet website.
- Summative: Model how to visit websites safely.
- Summative/Benchmark/Alternative: Create a product and identify themselves as the creator using basic information-title, name, and date.

Learning Plan

Media Specialist 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. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books and go to makerspace centers.

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First Grade Lesson Sequence from Common Sense Media: First graders are starting to have more exposure to various apps, games, and content online, along with more basic literacy skills. They're also beginning to recognize how technology connects them to a wider community beyond their immediate classroom or family. These lessons introduce frameworks like the Internet Traffic Light to guide simple decision-making about online content. Students begin developing skills for distinguishing between different types of information and media, while learning to navigate their expanding digital world with growing confidence and awareness. Please see Common Sense Media's "K-8 Digital Literacy Lessons and Implementation Guides" for more information on teaching this unit.

1. Pause & Think Online (Updated)
2. Managing Device Distractions (Updated)
3. Curiosity Tellers
4. Internet Traffic Light (Updated)
5. Words Can Help or Hurt
6. My Digital Footprint
7. How Tech Connects Us
8. Media: What's the Purpose?
9. Understanding Ads

10. Step In, Step Out
11. Is It OK to Share?
12. Fact vs. Opinion
13. Autoplay: Helpful or Not?

Spiral Back Options (Grade K):

1. What Is Media?
2. Caring for Our Devices (Updated)
3. Safety in My Online Neighborhood (Updated)
4. Why We Pause for People (Updated)
5. Icky Feelings
6. Saying Goodbye to Tech
7. How Media Makes Me Feel
8. Choosing Kindness
9. Media Balance Is Important (Updated)
10. What Is a Digital Footprint?
11. Beyond the Avatar
12. Fact or Fiction?
13. Standing Up for Others

Other trusted websites for teaching this unit:

1. https://www.netsmartzkids.org/videos/
2. Sample website is Enchanted Learning http://enchantedlearning.com/coloring/ Animals A-Z.
3. Color with Leo http://www.colorwithleo.com/
4. Clifford the Big Red Dog http://pbskids.org/clifford/index-brd-alt.html
5. Mo Willems website http://www.mowillems.com/

- Demonstrate how to access age appropriate pre-selected online resources.
- Introduce key vocabulary: Internet, online, website, safe, caution, right, credit, original, publish, dictionary, search (verb), subject, link, rate.
- Model how to cite basic information about a source.
- Model how to rate an internet website.
- 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.

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.

Suggested Supplemental Materials:

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

1. Common Sense Media's Lessons and Implementation Guide
2. Going Places Safely (Google Slides)
3. How Technology Makes Me Feel (Google Slides)
4. Site I Like (Google Slides)
   My Creative Work (Google Slides)
5. When Charlie McButton Lost Power (Video Read Aloud) (Digital Book)
6. If You Give a Mouse an iPhone (Video Read Aloud)
7. Clicker the Cat (Virtual Read Aloud)
8. San Diego Zoo (Virtual Field Trip)

- 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.