Unit 06: Digital Citizenship

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

Brief Summary of Unit

With assistance, second grade students will practice responsible, legal, safe, and ethical uses of information resources and 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.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.2	Explain the importance of respecting digital content of others.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.DC.5	Explain what a digital footprint is and how it is created.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide

	requested detail or clarification.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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.B.3	Representing diverse 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.
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.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
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.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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.A.2	Describe how designed products and systems are useful at school, home and work.

Essential Questions

- How can I practice online safety?
- How do you stay safe when you visit websites? (review)
- How does Digital Citizenship allow students to become responsible, legal and ethical users of information resources, computers and other technologies?
- How is media literacy a lifelong skill integral to digital citizenship, critical thinking, informed decision-making and active participation in our society?
- What are keywords, and how do you choose them and use them?
- What are the ethics and responsibilities associated with the use of information and technology?
- What information is appropriate in a digital footprint?
- What kinds of information should I keep to myself when I use the Internet?
- What makes a website right for me?
- What social and cultural issues relating to media and technology are necessary to understand and learn?

Students Will Know/Student Will Be Skilled At

- Becoming a responsible user of computers, iPads, other technologies.
- Cite a source with basic information.
- Explain the importance of giving credit to the author or creator of any created work.
- Explore what information is appropriate to be put online.
- Follow classroom rules for responsible use of computers and other technologies.
- Follow procedure for selecting suitable keywords.
- Identify and practice appropriate and safe behaviors online.
- Learn that the information they put online leaves a digital footprint or "trail".
- Practice appropriate and safe behaviors while online.
- Recognize the importance of citing a source when they use someone's work.
- Recognize the kind of information that is private and shouldn't be shared online.
- Recognizing that the media specialist is ready to help find the answers to questions and help to use technology and online resources.
- Students will discuss the importance of citing a source when they use someone's work.
- Students will view a website and identify features that they like and do not like.
- Understand basic terms and concepts to describe computers and media.
- Understand that they should never give out private information on the Internet.
- Understand that they should never give out private information on the Internet.
- Understand the function of keywords and keyword searches.
- Uses pre-selected online resources responsibly.
- View a website and identify features that they like and don't like.
- Will demonstrate proper care of computer equipment.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative, summative and benchmark 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). 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: Common Sense Media Summative Project: Judge the nature of different types of digital footprints by following informational trail left by two fictional animals. Students watch a video where two animals makes comments on a webpage. One animal shares address, etc of personal

information and the other animal does not.

- Formative: Apply their chosen keywords to find the information they are looking for on the Internet.
- Formative: Follow computer rules and guidelines.
- Formative: Select appropriate digital resources and use responsibly.
- Formative: Visit websites safely.
- Summative: Cite basic information about a source.
- Summative: Evaluate a website to see if is a reliable website.
- Summative: Rate and evaluate an internet website.

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.

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.

Second Grade Lesson Sequence from Common Sense Media: Second graders demonstrate increasing independence and abstract thinking. They are ready to take more responsibility for their actions and understand the consequences of their choices. These lessons respond to this growth by introducing decision-making frameworks that require weighing multiple factors, emphasizing the development of personal responsibility and agency in digital environments. Second grade showcases a storybook that guides students through a sequence of media literacy lessons, helping them think critically about what they consume online.

1. We, the Digital Citizens (Updated)
2. Keeping Online Accounts Safe
3. Including Others When Using Tech
4. Be a Super Digital Citizen (Updated)
5. Using Tech to Learn New Things
6. How to Search Online
7. Exploring Search Results

8. Device-Free Moments (Updated)
9. Dealing with Online Meanness
10. Sincere Apologies
11. Digital Trails (Updated)
12. That's Private! (Updated)
13. Who Is in Your Online Community? (Updated)

Spiral Back Options (Grade 1):

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?

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/
6. U.S. Mint for Kids https://www.usmint.gov/kids/
7. Census in Schools https://www.census.gov/schools/census_for_kids/
8. Your Name in Landsat (NASA): https://science.nasa.gov/mission/landsat/outreach/your-name-in-landsat/

- Demonstrate how to access age appropriate pre-selected online resources.

- Explain why you should never give out private information about yourself online.
- Introduce key vocabulary: Internet, online, website, safe, caution, right, credit, original, publish, private, digital footprint, trail, permanent, search, keywords, subject, link (noun), rate, community, respectful.
- Model how information leaves a digital footprint online.
- 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.
- Model how to select suitable keywords for searching online.
- 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.

Suggested Supplemental Resources:

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

- Common Sense Media's Lessons and Implementation Guide
- Epic! Books on Digital Citizenship (Click Here)
- Once Upon a Time Online (Video Read Aloud)
- The Technology Tail (Video Read Aloud)
- My Online Community (Google Slides)
- We the Digital Citizens (Google Slides)
- Staying Safe Online: Evaluating Websites (Google Slides)
- Follow the Digital Trail (Google Slides)

- Age appropriate online databases
- Age appropriate websites
- Common Sense Media Lesson Plans, Handouts, and Videos
- Computer technology (Ipads/Chrome Books/Laptops)
- Interactive board technology (Smart Panel)
- Presentation software
- Quality LMC collection of print and nonprint relevant resources
- 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.