# Digital Citizenship Continuum from Kindergarten to Grade 12

This digital citizenship continuum is intended to support professionals as they infuse these concepts and skills into their teaching.

**Digital Etiquette:** The electronic standards of conduct or procedure.

| Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Understand | Do | Understand | Do | Understand | Do | Understand | Do |
| **RESPECT** Are students aware of others when they use technology? Do students realize how their use of technology affects others? | To stop inappropriate use of technology, rules and regulations are often created or the technology is simply banned. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society. | I understand that… We must treat others the way we wish to be treated, both in real life and when using technology. I communicate with actual people both in person and online. | Students will… Demonstrate that they are aware of others around them when using technology and control the volume of their devices. Always ask permission before taking photos or videos of others. Exchange appropriate messages, either online or in person, to recognize that they are communicating with actual people in both instances. | I understand that… There is a difference between digital and interpersonal communications and learn how to communicate respectfully. Sometimes students act like bullies when using technology and there are actions I can take to deal with cyberbullying. | Students will… Demonstrate appropriate manners by writing clear, respectful messages. Always ask permission before taking photos or videos of others. Know who to talk to when they need help to deal with cyberbullying. | I understand that… Being responsible and respectful is part of being a member of a digital community. My actions can make me an upstander in the face of cyberbullying. Many resources are available if I need help dealing with cyberbullying. | Students will… Communicate appropriately and responsibly online. Get permission before taking and sharing photos and videos online by stating their intended purpose. Use actions that make them upstanders in the face of cyberbullying (including flaming, trolling, someone taking their work). Seek help when necessary to deal with cyberbullying. | I understand that… There are risks and responsibilities of creating and carrying out friendships and romantic relationships in the digital world. There are different expectations about how and when technology is used between friends, at home, at school or at work. | Students will… Evaluate and discuss case studies and video vignettes that foster building healthy relationships in a digital world including cyberbullying, sexting and homophobia. Practice communicating appropriately for an intended digital audience and purpose (emoticons, punctuation, SMS language abbreviation, text features). |

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# Digital Citizenship Continuum from Kindergarten to Grade 12

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**Digital Access:** Full electronic participation in society.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** |
| **RESPECT** | Does everyone in your school have equal opportunities as far as technology use is concerned?<br><br>Do all students have the opportunity to be involved in a digital society? | Technology users need to be aware that not everyone has the same opportunities when it comes to technology.<br><br>Students understand that technology will play an important role in their future. | I understand that…<br><br>Not all people have access to or utilize technology in the same way.<br><br>There are limits to the use of digital technology. | Students will…<br><br>Demonstrate that they know when and where to use technology appropriately. | I understand that…<br><br>Everyone should have equitable access to technology. | Students will…<br><br>Use digital technologies to become active members of digital communities. | I understand that…<br><br>My access to technology determines my participation and opportunities.<br><br>Access to technology is determined by personal choices and other factors like disability, socio-economic status, location, and government. | Students will…<br><br>Research, through inquiry, the amount of access an individual requires in order to fully participate in a digital society.<br><br>Analyze, through inquiry, a different country's or society's opportunity to participate in an electronic society. | I understand that…<br><br>My access to technology determines my participation and opportunities.<br><br>Access to technology is determined by personal choices and other factors like disability, socio-economic status, location, and government. | Students will…<br><br>Explore and advocate for meaningful change that will reduce the disparity between those who do and those who do not have access to digital technologies.<br><br>Use technology to engage as active citizens. |

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# Digital Citizenship Continuum from Kindergarten to Grade 12

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**Digital Law:** The electronic responsibility for actions and deeds.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Understand | Do | Understand | Do | Understand | Do | Understand | Do |
| RESPECT | Are students using technology in the way it was intended? Are students infringing on others' rights by the way they use technology? Should students using digital technologies be accountable for how they use them? | Digital law deals with the ethics of technology within a society. Unethical use manifests itself in the form of theft and/or crime. | I understand that… Adult permission is required to sign up for accounts or for purchasing anything. Other people created and own the content that is posted online. | Students will… Search for copyright free images on appropriate websites and name their source. | I understand that… Stealing or causing damage to other people's work, identity, or property online is a crime. There is a difference between the concepts of copying, remixing and creating, and I know how to attribute appropriately. | Students will… Appropriately attribute online information and digital media by copying the website address and writing a simple citation. | I understand that… My online behaviours impact myself and others and could have legal consequences. There are certain rules of society that users need to be aware of in an ethical society. These laws apply to anyone who works or plays online. I am responsible for my intended and unintended actions. | Students will… Appraise common practices in digital environments (including downloading video, posting images of others, etc.) and assess personal behaviours for their legality and ethics. Create a creative common license for work they create. Describe consequences for inappropriate behaviour online, including in my school, with the law, and in my community. | I understand that… There is a legal responsibility for electronic actions including sharing content, using copyrighted materials, hacking, sexting, digital identity theft and posting images and video of others. I am responsible for my intended and unintended actions. | Students will… Examine the legal implications of online activities and reflect upon personal online behaviour. Model ethical practices for searching, remixing and sharing in a digital environment. Appropriately attribute online information and digital media using a standardized referencing format. |

# Digital Citizenship Continuum from Kindergarten to Grade 12

This digital citizenship continuum is intended to support professionals as they infuse these concepts and skills into their teaching.

**Digital Communication:** The electronic exchange of information.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** |
| **EDUCATE** | Do I use e-mail, cell phone and instant messaging technologies appropriately when communicating with others? What rules, options and etiquette do students need to be aware of when using digital communication technologies? | The expanding digital communication options have changed and therefore require appropriate decisions when faced with so many different digital communication options. | I understand that… There is a wide variety of social media and communication tools, including email. | Students will… Describe what to do when they are not comfortable with online communication or behaviour. Create classroom-based digital footprints that are managed by the teacher. | I understand that… Online activities and communications create a digital footprint that can be negatively or positively impacted by personal choices and behaviours. Online communication is permanent and I need to apply appropriate rules and etiquette for different audiences. | Students will… Select and use a wide variety of social media tools for communication purposes, including email. Begin to explore text messaging as a form of communication and discuss rules and etiquette for different audiences. Begin to build a positive digital footprint through digital portfolios or posting a digital project with first name only as identifier. | I understand that… My identity and reputation is determined by my communications and actions. The different forms of digital communication and how my actions impact my relationships with others. | Students will… Identify and use social media appropriately for a variety of purposes including sharing information, connecting with others and displaying learning. Examine and critically evaluate different social media sites and how they impact one's digital reputation. Build a positive digital footprint through digital portfolios. | I understand that… My identity and reputation is determined by my communications and actions. The different forms of digital communication and how my actions impact my relationships with others. | Students will… Examine the pros and cons of online relationships and identify critical criteria for developing online relationships. Examine the "viral" nature of online communication and identify strategies to combat the spread of negative and anonymous postings. Actively monitor and use online tools to manage their digital footprint. |

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# Digital Citizenship Continuum from Kindergarten to Grade 12

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**ABC Digital Literacy:** The capability to use technology and knowing when and how to use it.

| | | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|
| **Essential Questions** | **Know** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** |
| Should technology be used to access information to learn new concepts?<br><br>How can students use digital technologies to best take advantage of the educational opportunities available to them? | Learning in a digital society includes searching and accessing information as well as processing skills (information literacy). | I understand that…<br><br>There are various ways of organizing information and we need to learn skills to find the information we are looking for.<br><br>I cannot believe everything that I find online.<br><br>Sometimes there is content online that may make me feel uncomfortable and that I should close it and tell an adult. | Students will…<br><br>Navigate appropriate websites as provided by the teacher.<br><br>Tell an adult if they find content online that makes them feel uncomfortable. | I understand that…<br><br>Information may vary between websites because search engines have different features and ways of searching..<br><br>I need to keep track of the sites I read for my school work.<br><br>Sometimes there is content online that may make me feel uncomfortable and that I should close it and tell an adult. | Students will…<br><br>Use search engines and appropriate databases provided by the teacher for research.<br><br>Students successfully use keywords to search as well as a variety of search strategies.<br><br>Tell an adult if they find content online that makes them feel uncomfortable. | I understand that…<br><br>Information is accurate and reliable if I use a variety of websites to verify it.<br><br>There are differences between domain names which might impact the validity of the information I am accessing online.<br><br>Tools exist online to organize my information and sources when doing research. | Students will…<br><br>Use a variety of strategies to find information and determine the accuracy and reliability of the information.<br><br>Distinguish the difference between domain names.<br><br>Use classroom based social bookmarking sites to collect and annotate websites. | I understand that…<br><br>The practices of "Big Data" have an impact on web experience and privacy.<br><br>Both finding and evaluating information is necessary.<br><br>Tools exist online to organize my information and sources when doing research. | Students will…<br><br>Find information with specialized search tools and databases and weigh the value of online "filter bubbles", their impact on search results, and their implications for society. Collaboratively share resources through social bookmarking.<br><br>Use online tools for taking notes and organizing information. |

**EDUCATE**

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# Digital Citizenship Continuum from Kindergarten to Grade 12

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**[$] Digital Commerce:** The electronic buying and selling of goods.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Understand | Do | Understand | Do | Understand | Do | Understand | Do |
| **EDUCATE** | Are students aware of the opportunities and problems associated with purchasing items using technology?<br><br>Should students be made more aware of how to purchase goods and services through digital formats? | Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. | I understand that…<br><br>Goods can be bought and sold online.<br><br>I can identify types of things purchased online.<br><br>Permission must be asked to purchase things online. | Students will…<br><br>Ignore pop-up ads on websites and in apps.<br><br>Ask adult permission before purchasing anything online. | I understand that…<br><br>There are dangers and consequences of "in app' purchases.<br><br>Online advertising can impact my decisions as a consumer. | Students will…<br><br>Examine sites that build "points" or "coins" as a reward system.<br><br>Scrutinize and identify online advertising and how it affects them as consumers. | I understand that…<br><br>There are benefits and risks when buying things online.<br><br>My digital usage impacts targeted advertising.<br><br>I need to be a critical and informed consumer and seller. | Students will…<br><br>Work with sites like Kiva or JustGive to understand other forms of online commerce and their potential for good.<br><br>Recognize online consumer scams and how to avoid them.<br><br>Know why they should read the terms and conditions of websites before buying and selling goods or signing contracts. | I understand that…<br><br>There are benefits and risks when buying things online.<br><br>My digital usage impacts targeted advertising and what I may see online.<br><br>I need to be a critical and informed consumer and seller. | Students will…<br><br>Examine the ethical, societal and legal impact of online commerce and its impact on the global economy (e.g, piracy, gambling, shopping).<br><br>Examine and understand the potential of online collective fundraising. (e.g, Kickstarter)<br><br>Identify the pros and cons of digital currency (e.g., BitCoins and PayPal)· |

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# Digital Citizenship Continuum from Kindergarten to Grade 12

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**Digital Rights and Responsibilities:** The privileges and freedoms extended to all digital technology users and the behavioural expectations that go with them.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** |
| **PROTECT** | What rights and responsibilities do students have in a digital society?<br><br>How do we make students more aware of their rights and responsibilities when using technologies? | Just as there are rights and responsibilities that citizens must adhere to in any democratic society, there is also a basic set of rights extended to every digital citizen. | I understand that…<br><br>Being able to use technology is a privilege. If I want to use it, I must behave responsibly. | Students will…<br><br>Discuss what a responsibility is and how their actions may impact the privilege of using technology. | I understand that…<br><br>Using technology is not a right but actually a privilege that is earned by demonstrating responsibility. | Students will…<br><br>Co-create a "Responsible Use Policy" for their use of technology in the classroom. | I understand that…<br><br>My classroom, school and school division all have technology policies and procedures in place that I must follow.<br><br>Being a good digital citizen means that I am responsible and respectful, both in person and online. | Students will…<br><br>Co-create a "Responsible Use Policy" for their use of technology in the classroom. | I understand that…<br><br>classroom, school and school division all have technology policies and procedures in place that I must follow.<br><br>Being a good digital citizen means that I am responsible and respectful, both in person and online. | Students will…<br><br>Co-create a "Responsible Use Policy" for their use of technology in the classroom. |

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# Digital Citizenship Continuum from Kindergarten to Grade 12

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**Digital Safety and Security:** The electronic precautions that all technology users must take to guarantee their personal safety and the security of their network.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** |
| **PROTECT** | How do students protect their technology in a digital society? <br><br> How can students be taught to protect themselves and their equipment from harm? | In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. | I understand that… <br><br> If I am approached by someone online that I don't know or trust, I need to tell an adult. <br><br> I need to keep myself safe online by never sharing information that can identify where I live or where I go to school. <br><br> My passwords are private. I should only share them with my parent or teacher and never with my friends. | Students will… <br><br> Participate in safe online activities that ensure they do not post their location, full name and identifying photo with their name online. <br><br> Learn when and how to get help if they encounter an unsafe situation online. | I understand that… <br><br> If I am approached by someone online that I don't know or trust, I need to tell an adult. <br><br> Not everything in my life needs to be shared online and sometimes I should keep things private. <br><br> There are different reasons we have passwords and I need to learn how to manage them to keep myself safe and secure. | Students will… <br><br> Discuss the idea of protecting privacy by not answering questions or giving out personal information online. <br><br> Be introduced to what spam is and what forms it takes. <br><br> Learn when and how to get help if they encounter an unsafe situation online. | I understand that… <br><br> I play an important role in protecting myself and my equipment. <br><br> I may put myself in danger when flirting online or sexting and I don't have to exchange digital content that I am uncomfortable sharing. <br><br> Social media accounts and websites have privacy policies and settings I need to be aware of and use to protect myself and my identity. | Students will… <br><br> Ensure that they use complex passwords online and on mobile devices to protect personal information and equipment. <br><br> Discuss the legal and ethical implications of sexting. <br><br> Learn when and how to get help if they encounter an unsafe situation online. <br><br> Read and discuss privacy policies on popular social media websites and learn how to set their privacy settings. | I understand that… <br><br> I play an important role in protecting myself and my equipment. <br><br> I need to read and use privacy terms on websites and social media accounts. <br><br> There can be legal consequences, social implications and potential abuse when engaging in sexting and exchanging pornography. | Students will… <br><br> Ensure that they use complex passwords online and on mobile devices as well as ensure their privacy settings are used on social media accounts in order to protect personal information and equipment. <br><br> Compare and contrast case studies that discuss the legal and ethical implications of sexting. <br><br> Learn when and how to get help if they encounter an unsafe situation online. |

# Digital Citizenship Continuum from Kindergarten to Grade 12

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**+ Digital Health and Wellness:** The physical and psychological well-being related to digital technology use.

| | Essential Questions | Know | Kindergarten to Grade 2 | | Grades 3 to 5 | | Grades 6 to 9 | | Grades 10 to 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** | **Understand** | **Do** |
| **PROTECT** | How can students be physically affected by technology? <br><br> Are students aware of the physical dangers that can accompany the use of digital technology? | Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. | I understand that… <br><br> Spending too much time using digital devices can be harmful to my health. <br><br> I need to protect my eyes and ears by adjusting the volume on my device and taking breaks from using technology. | Students will… <br><br> Take regular breaks from using technology to stand and stretch. <br><br> Vary their activities so that "screen-time" is minimized. <br><br> Adjust the volume of their device and use headphones appropriately. | I understand that… <br><br> Viewing inappropriate online content may be harmful to my mental health. <br><br> Taking 'tech breaks' are necessary for my mental and physical health. | Students will… <br><br> Discuss what content is appropriate and inappropriate to view online. <br><br> Identify ways of protecting their hearing and sight while using different digital devices. <br><br> Determine a healthy balance between technology usage and an active lifestyle. | I understand that… <br><br> I need to lead a balanced lifestyle and take regular breaks from my digital devices. <br><br> There are proper ergonomics that I should use that may prevent injuries caused by using technology. | Students will… <br><br> Plan and discuss what a balanced lifestyle looks like when it comes to digital technology. <br><br> Learn the proper ergonomics to protect them from injury when using technology. | I understand that… <br><br> Using technology inappropriately can endanger my life and the lives of others. <br><br> Due to the nature of 24/7 access to technology, I can develop social, physical and mental problems if I don't lead a balanced lifestyle. | Students will… <br><br> Discuss the legal and safety issues of talking and texting while driving. <br><br> Lead a balanced lifestyle when it comes to digital technology and be able to recognize when they need help to deal with technology addiction or physical injury. |

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