

Digital
Citizenship
Curriculum

K-8



by Ask a Tech Teacher

Digital Citizenship Curriculum for K-8

By Ask a Tech Teacher©

K-8 Digital Citizenship Curriculum

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Part of the Structured Learning© Technology for the Classroom series

*Visit the companion website <http://askatechteacher.com> for more technology resources
for Kindergarten-Eighth Grade*



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K-8 Digital Citizenship Curriculum

Introduction

Education has changed. No longer is it contained within four classroom walls or the physical site of a school building. Students aren't confined by the eight hours between the school bell's chimes or the struggling budget of an underfunded program.

Now, education can be found anywhere, by teaming up with students in Kenya or Skyping with an author in Sweden or chatting with an astrophysicist on the International Space Station. Students can use Google Earth to take a virtual tour of a zoo or a blog to collaborate on class research. Learning has no temporal or geographic borders, available wherever students and teachers find an internet connection.



This vast landscape of resources is offered digitally (more and more), freely (often), and equitably (hopefully), but to take that cerebral trek through the online world, children must know how to do it safely, securely, and responsibly. This used to mean limiting access to the internet, blocking websites, and layering rules upon rules hoping (vainly) that students would be discouraged from using an infinite and fascinating resource.

It didn't work.

Best practices now suggest that instead of cocooning students, we teach them to be good digital citizens, confident and competent in areas such as:

- *Cyberbullying*
- *Digital commerce*
- *Digital footprint*
- *Digital law—plagiarism, copyrights, fair use, public domain*
- *Digital privacy*
- *Digital rights and responsibilities*
- *Digital searches*
- *Digital security*

K-8 Digital Citizenship Curriculum

This book is your guide to digital literacy. Its theme is basic: What must our children know at what age to thrive in the community called the internet? It includes a plethora of resources. More than that, it provides a roadmap for blending these into a cohesive, effective student-directed cyberlearning experience. Overall, lessons accomplish ISTE goals to:

- *advocate and practice safe, legal, and responsible use of information and technology*
- *exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity*
- *demonstrate personal responsibility for lifelong learning*
- *exhibit leadership for digital citizenship*

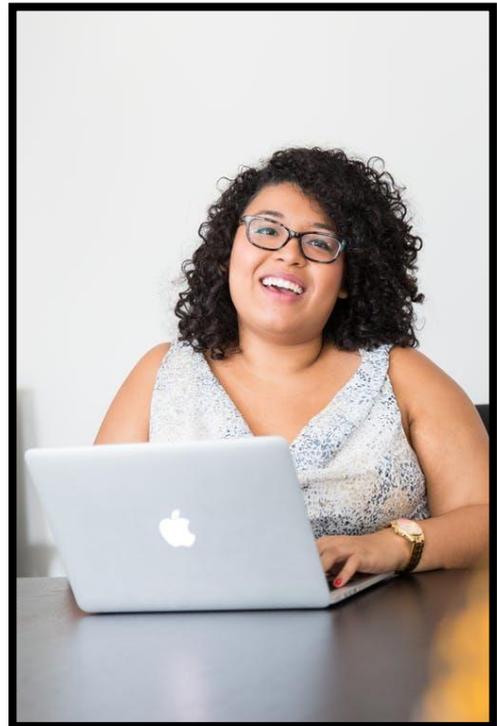


Each grade-level builds on prior years and includes:

- *three-eight lessons—46 in all grades*
- *one project to support each lesson—46 in all grades*
- *big idea*
- *essential question(s)*
- *time required for each lesson*
- *assessment strategies*
- *links to online resources*

Additionally, included are a collection of digital citizenship posters for the classroom.

There are lots of links in this book to resources that will extend the conversation. They're active in the digital ebook. In the print book, they can be found in the back few pages. If one doesn't work (because links die), contact us at admin@structuredlearning.net and we'll get you an updated site—or visit Ask a Tech Teacher's digital citizenship resource page and select your own (<https://askatechteacher.com/great-kids-websites/digital-citizenship/>).



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How to Use This Book

Lessons for each grade level can be taught in non-sequential order, blended into classroom discussion throughout the year knowing by the end, students have learned what they need to about Digital Citizenship. The best approach is to teach a topic as it naturally arises during classroom discussion so students constantly think about being good digital citizens. For example, when researching a class project, discuss internet search/research and image copyrights. It's easy to keep track of what's been taught because there's a blank line in front of each skill to be checked off when completed.

In between lessons, remind students:

- *Every time they go online, be good digital citizens.*
- *Every time they log onto a site, be aware of privacy issues.*
- *Every time they interact with others online, behave as they would in their own community.*

Here's a list of topics covered per grade level:

Digital Citizenship Topics	K	1	2	3	4	5	6	7	8
Cyberbullying	x	x	x	x	x	x	x	x	x
Digital citizenship	x	x	x	x	x	x	x	x	x
Digital commerce					x		x	x	x
Digital communications				x		x	x	x	x
Digital footprint/Online presence			x	x	x	x	x	x	x
Digital law				x		x	x	x	x
Digital privacy				x	x	x	x	x	x
Digital rights/responsibilities	x	x	x	x	x	x	x	x	x
Digital search and research				x	x	x	x	x	x
Fair use, Public domain			x	x	x	x	x	x	x
Image copyright			x		x	x	x	x	x
Internet safety	x	x	x	x	x	x	x	x	x
Netiquette		x	x	x	x	x	x	x	x
Online Plagiarism				x	x	x	x	x	x
Passwords	x	x	x		x	x			
Social media						x	x	x	x
Stranger Danger	x	x	x						

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What do all those terms mean? Here's Digital Citizenship 101:

Cyberbullying

Harassment that happens on the Internet

Digital citizenship

Live in the digital world safely, responsibly, and ethically

Digital commerce

Electronic buying and selling of goods

Digital communications

Electronic transmission including email, IM, SMS, chatrooms, forums, multi-player games

Digital footprint

Trail left in cyberspace using digital communication

Digital law

Legal rights and restrictions governing technology use

Digital privacy

Protection of citizen information, reputation, and rights while using digital mediums

Digital rights/ responsibilities

Privileges and freedoms extended to all digital users and behavioral expectations that come with them. (Ribble & Bailey, 2007)

Digital search and research

Search and research that relies on online sources

Effective Passwords

Easy to remember but hard to guess

Fair use

Legal use of copyrighted materials without owner permission provided the use is fair and reasonable, does not impair the value of materials, and does not curtail owner profits

Image copyright

Exclusive legal right to reproduce, publish, sell, distribute an image

Internet safety

Security of people and their information when using the Internet

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Netiquette

Electronic 'etiquette' on the net

Online Plagiarism

Wrongful appropriation of another author's "language, thoughts, ideas, or expressions"

Online presence

An individual's collective online existence

Public domain

The realm embracing rights to online material that belong to the community at large, are unprotected by copyright or patent, and can be appropriated by anyone

Social media

Online platforms by which individuals and communities create and share content

Stranger Danger

Perceived danger by strangers

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About the Authors

Structured Learning® is the premier provider of technology instruction resources for educators. Materials are classroom-tested, teacher-approved with easy-to-understand directions supported by third-party online resources, professional development, webinars, and online classes. Whether you are a new teacher wanting to do it right or a veteran looking for updated materials, Structured Learning is here to assist you.

Ask a Tech Teacher® is an award-winning resource blog run by a group of technology teachers in search of teaching materials and advice. It offers oodles of free lesson plans, pedagogical conversation, website reviews and more. Its free newsletters and website articles are read by thousands, including teachers, homeschoolers, and anyone serious about finding the best way to maneuver the minefield of technology in education.

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Kindergarten

A Digital Citizen is...

Overview

Time Required

3 lessons, 15-20 minutes per lesson; repeat throughout year

Essential question:

How is being a citizen of the internet the same/different than a hometown?

Assessment Strategies

- *Observation—do students use the skills learned?*
- *Completion of projects*
- *Transfer knowledge—do students transfer learning to other classes/life?*
- *Track topics covered with graphic organizer at the end of 6-8th Grade unit*



More Information

- *Questions on lesson? Go to <https://askatechteacher.com> and ask for help*
- *Click for updates to website list (<https://askatechteacher.com/great-kids-websites/digital-citizenship/>).*

Lesson 1—Digital Citizens

____ Gather students on the class rug and discuss the meaning of ‘**digital citizen**’ (see forward).
Break this down to ‘digital’ and ‘citizen’.

____ As a town has rules and laws, so does the digital world. Discuss what ‘rules’ and ‘laws’ mean.
Why are these important to a community?

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_____ As a group, watch and discuss *My Online Neighborhood*. What were the three rules the boy mentioned? How is this the same/different from being a citizen of the student’s hometown? Where is this ‘digital town’?

_____ Have students log onto class computer. Take this opportunity to discuss the importance of **passwords**. Why is there a username and password required to use the computer? Help students understand why the school requires these.

_____ Bring up any website that supports classroom units. Show students how to correctly use the website:

- *Don’t click on other websites—and how they can identify those.*
- *Don’t click ads—and what an ad is.*
- *Stay in the ‘digital neighborhood’.*

_____ Read and discuss the internet safety activities here: <https://www.netSMARTkids.org/activities/>.

_____ Ask students to watch *Be a Digital Citizen* (<https://youtu.be/FdEXijFXfD8>) with parents as homework. If this isn’t possible, watch it in class later in the year as a way to circle back on the theme of ‘digital citizens’.

_____ Circle back on these concepts throughout the school year.

DigCit Project

Students draw a picture of themselves as a digital citizen. Discuss what this looks like. What would be the landscape around the student? Would s/he be holding anything? Print pictures and hang in class.

Lesson 2—Internet Safety

_____ Discuss the concept of ‘**stranger danger**’. How does ‘stranger danger’ keep kindergartners safe at home, in their neighborhood, and at school? Similarly, what are the students’ **rights and responsibilities** when entering the internet community? Discuss the meanings of ‘rights’ and ‘responsibilities’.

_____ Go over concepts raised in the poster at the end of this unit. What is ‘bling’? Virtual?

_____ Before students use the internet, watch and discuss

https://www.brainpopjr.com/artsandtechnology/technology/internetsafety/_about_internet_safety. Remind students of what they learned from *My Online Neighborhood*.

_____ Circle back on these themes throughout the year with these sites:

- It’s OK to Tell (or another from the classic list <https://www.netSMARTkids.org/activities/>)

Internet Safety Project

Students draw an avatar of themselves. What is that? Why is it important to hide personal identity? Print avatars and hang them in the room. Can students identify each other?

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- Hector’s World <http://www.hectorsworld.com/island/index.html>
- Planet Nutshell (lots of videos for youngers)
<https://planetnutshell.com/netsafe/>

Lesson 3—Cyberbullying

____ Watch *Internet Safety for Kids K-3* (<https://youtu.be/89eCHtFsoXM>).

____ What is **cyberbullying**? Back into this by discussing ‘bullying’. Do students know someone who’s been bullied? Why is that bad? How would that relate to the online world? Watch these three videos:

- Cyberbullying – Garfield
<https://youtu.be/ooAUE1ZBNKI>
- Cyberbullying II—BrainPOP Jr
<https://jr.brainpop.com/health/feelings/bullying/>
- Cybersmart Hero (video)
https://youtu.be/4-OpBC_zZLk

Cyberbullying Project

Have students model with a friend how they would respond to a cyberbully.

____ Circle back on these concepts throughout the school year.

If you don't get through everything, check off completed items so you know what to get back to when you have time on later lessons. I find as I focus on the central idea of a lesson, clarifying questions sometimes take more time than I'd expect. I'm fine with that. There'll be lessons later that move faster than I planned.

Note



Don't talk to strangers. Look both ways before crossing the (virtual) street. Don't go places you don't know. Play fair. Pick carefully who you trust. Don't get distracted by bling.

Sometimes, stop everything and take a nap.

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4th Grade

Responsibilities of a digital citizen

Overview

Time Required

8 lessons, 45 minutes per lesson

Essential Questions

- *Why is it wrong to plagiarize?*
- *What is the importance of passwords?*
- *What is the difference between the 'world' and 'virtual world'?*
- *How do you ensure your online presence is OK?*



Assessment Strategies

- *Observation—Is there evidence of student learning?*
- *Completion of projects*
- *Transfer—students use knowledge in classes/life*
- *Emailed quiz from BrainPOP*
- *Blog posts (where appropriate)*
- *Track topics covered with graphic organizer at end of 6-8th Grade unit*
- *Receipt of certificate in Digital Passport covering internet search, electronic communications, cyberbullying, internet safety, and plagiarism. Do Digital Passport or Carnegie Cadets in fourth grade, and the other in fifth (<https://www.digitalpassport.org/>).*
- *Play Carnegie Cadets covering the internet, email, cyber threats, cybercrimes, chat rooms, instant messaging, netiquette, cyberbullying, online data, searching the internet, copyrights/plagiarism, cell phones, and online reputation. Do Digital Passport or*

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Carnegie Cadets in fourth grade, and the other in fifth
(<http://www.carnegicyberacademy.com/classroomMaterials.html>).

More Information

- Questions on lesson? Go to <https://askatechteacher.com> for help
- Most website links can be found at end of the book under 'Websites'.
- Click for updates to website list (<https://askatechteacher.com/great-kids-websites/digital-citizenship/>).

Lesson 1—Digital Citizenship

_____ Consider this definition of **digital citizenship**? "...the ability to use technology safely, responsibly, critically, and pro-actively to contribute to society." —California School Library Association, 2011. Dissect what it means to 'use technology safely, responsibly, critically, and pro-actively to contribute to society' means. Do students agree?

_____ Reflect on how students used to research in libraries, with classroom books. Now, it's done online.

_____ Review last year's discussion on digital citizenship. Solicit ideas and experiences from students.

_____ Review these characteristics of a digital citizen. Do students agree?

- Use the internet confidently and capably.
- Use it to participate in educational and cultural activities.
- Use and develop critical thinking skills in cyberspace.
- Use it to relate to others in positive, meaningful ways.
- Respect the concepts of privacy and freedom of speech online.
- Contribute and actively promote the values of digital citizenship.

_____ Circle back on these concepts throughout the school year.

Digital Citizenship Project

Create a quiz on all aspects of Digital Citizenship using puzzle widgets like (Google the name):

- [Crossword Puzzle Generator](#)
- [PuzzleMaker by Discovery](#)
- [ClassTools Arcade Game](#)

Lesson 2—Digital Rights and Responsibilities

_____ What are the **digital rights and responsibilities** of a fourth grader? Watch this YouTube video (<http://www.youtube.com/watch?v=oTf-EHOI1To&noredirect=1>). Discuss these concepts:

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- *Act the same online as you'd act in your neighborhood.*
- *Don't share personal information. Don't ask others for theirs.*
- *Be aware of your surroundings. Know where you are in cyberspace. Act accordingly.*
- *Always show your best side online. As in your community, be kind to others; they will return it.*
- *Anonymity doesn't protect the individual. They are easily found with an IP address.*
- *Share knowledge online.*
- *If someone is 'flaming', stop it if possible or walk away.*

Digital R&R Project

Create a Tagxedo with words that share the digital rights and responsibilities of a fourth grader

_____ Have the class define 'digital rights and responsibilities', like: *Privileges and freedoms extended to digital technology users and behavioral expectations that come with them. Students who use the internet are expected to do so ethically and bear a responsibility to keep it a safe, healthy environment for everyone.*

_____ Circle back on these concepts throughout the school year.

Lesson 3—Cyberbullying

_____ What is **cyberbullying**? What does 'cyber' mean? What is the same/different about bullying and cyberbullying? Do any students know someone who's been (cyber)bullied?

_____ Use tools employed to deal with neighborhood bullies on cyberbullies.

_____ Watch these videos:

- *Common Sense—cyberbullying (scroll down to videos for students)*
<https://www.common sense media.org/cyberbullying>
- *Six videos from kids like you*
<https://www.pacerkidsagainstabullying.org/#/share/videos>

Cyberbullying Project

Have student groups brainstorm cyberbullying. Visually represent thoughts with a mindmap

_____ Based on what 4th graders learned about digital rights and responsibilities, what is their mandate if they find out someone is being cyberbullied?

_____ If using Digital Passport (<https://www.digitalpassport.org/>): go to E-evolve.

_____ If using Carnegie Cadets, go to cyber threats units

<http://www.carnegiecyberacademy.com/classroomMaterials.html>

_____ Circle back on these concepts throughout the school year.

Lesson 4—Netiquette

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_____ What is 'netiquette' to a fourth grader?

_____ Basics to discuss:

- *Don't pretend to be someone else online.*
- *Don't post or distribute material deemed illegal.*
- *Don't use abusive or threatening language.*
- *Don't post racist remarks regarding sex, race, or gender.*
- *Don't try to obtain or use someone else's password.*
- *Don't try to obtain personal information about someone.*

Netiquette Project

Post a Padlet on the class Internet Start Page and have students add a 'note' about what netiquette means to digital citizens.

_____ Smileys and emoticons—quick polite ways to share emotion—are fun and appeal to visual learners:

- *Happy smiley* :-)
- *Winky smiley* ;-)
- *Sad, sorry smiley* :-(
(
- *"Oh, oh" smiley* :-o
- *Non-committal smiley* :-I
- *Nyahhh ...smiley* :-P
- *LOL smiley* :-D

_____ Here are *Net-Lingo* abbreviations used to communicate:

- **BTW**—*By the way*
- **TANSTAAFL**—*There ain't no such thing as a free lunch*
- **GOK**—*God only knows*
- **FWIW**—*For what it's worth*
- **IMHO** —*In my humble opinion*
- **OTOH**—*On the other hand*
- **LOL**—*Laughing out loud*
- **HHOK**—*Ha ha, only kidding*
- **YHGTBK**—*You have got to be kidding*
- **ROTFL**—*Rolling on the floor laughing*
- **RTM** — *Read the manual*
- **AMF** — *Adios, my friend*

_____ Discuss email etiquette with students. Review these rules:

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- *Use proper formatting, spelling, grammar.*
- *CC anyone you mention.*
- *Subject line is what your email discusses.*
- *Answer swiftly; re-read email before sending.*
- *Don't use capitals—THIS IS SHOUTING.*
- *Don't leave out the subject line.*
- *Don't attach unnecessary files.*
- *Don't overuse high priority.*
- *Don't email confidential information.*
- *Don't email offensive remarks.*
- *Don't forward chain letters.*
- *Don't open attachments from strangers.*

_____ Play this quiz show game and see if you get the netiquette rules right.

(<http://www.carnegiecyberacademy.com/funStuff/netiquette/netiquette.html>)

_____ How might these rules apply to other electronic communication?

_____ Discuss safe use of digital communication devices. Do students get distracted while using phones? While texting? Watch this video (<http://www.youtube.com/watch?v=aWT-BDKPKsY>) on being aware while chatting.

_____ Three rules students should consider when using a cell phone:

- *If you speak loudly, others hear you.*
- *Don't share private conversations.*
- *Be aware of your surroundings as you're chatting.*

_____ If using Digital Passport, go to Twalkers.

_____ If using Carnegie Cadets, go to netiquette unit.

_____ Circle back on these concepts throughout the school year.

Lesson 5—Digital Privacy

_____ Introduce **Digital Privacy** by watching this video as a group: <http://bit.ly/2lAS8bL>. Submit quiz via email rather than print (yes, even if the lab computers aren't hooked into email, it works)

_____ Discuss how **passwords** protect privacy. Remind students they never share passwords, even with friends.

_____ Discuss password guidelines.

_____ If using Digital Passport, go to Share Jumper.

_____ Circle back on these concepts throughout the school year.

Digital Privacy Project

Create an avatar to use as the profile picture on student blog.

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Lesson 6—Digital Footprint

_____ What is a **digital footprint**? Consider this definition:

A digital footprint is the amount of content, whether words, photographs, audio, or video, that is traceable to a given individual. A digital footprint includes photographs uploaded to sites like Flickr, blog posts attributed to you, video files uploaded to YouTube, posts you wrote on friends' Facebook Walls, and posts to your Facebook wall by friends. Two things are most notable - first, it can be permanent; second, more and more of us actively search out the digital footprint of peers and are influenced by what we find.
(Education.com)

Digital Footprint Project

Have students search their name online. What do they find? Put all locations into a Tagxedo shaped like a footprint. Can't find any? Leave the footprint barren. Compare this to digital footprints of student's parents. When done, print and share.

_____ Discuss. Why is it important? Reiterate the last phrase--that we are influenced by what we find on a digital footprint.

- Watch and discuss:
<http://www.youtube.com/watch?v=DinW62zIWcc&feature=youtu.be>
- Watch this video on protecting your online reputation:
<http://www.commoncraft.com/video/protecting-reputations-online>
- Watch this video on posting personal pictures online
<https://planetnutshell.com/portfolio/posting-pictures-online-grades-4-6/>

_____ If using Carnegie Cadets, go to units on chat rooms, cell phones, and instant messaging.
(<http://www.carnegiecyberacademy.com/classroomMaterials.html>)

_____ Circle back on these concepts throughout the school year.

Lesson 7—Online Research/Search

_____ Students research online with 1) keywords, and 2) website evaluation.

_____ Watch this BrainPOP video on how to search:

- Internet searches
<https://www.brainpop.com/english/studyandreadingskills/internetsearch/>

Research Project

Research three questions. Write down keywords used.

_____ When completed, take the quiz together for Internet searches. Then have students take quiz for 'sources' by themselves and email to you.

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- _____ Use Citation Machine and EasyBib to assist in correct citations. Model how easy these are to use. Google these sites for their web addresses.
- _____ If using Digital Passport, go to Search Shark now.
- _____ If using Carnegie Cadets, go to units on internet search
<http://www.carnegiecyberacademy.com/classroomMaterials.html>
- _____ Circle back on concepts throughout the year.

Lesson 8—Plagiarism

- _____ What does ‘**plagiarism**’ mean? How does it tie into research? Why should students give credit to original authors/artists? What are the consequences?
- _____ Watch this overview of plagiarism: <https://youtu.be/-JwFWbPotBA>.
- _____ Now watch this shorter Plagiarism video.
- _____ Discuss plagiarism concepts like:
 - *image copyrights*
 - *fair use*
 - *public domain*
- _____ How does this tie into **Digital Commerce**? What is that?
- _____ If using Digital Passport, go to Mix n Mash.
- _____ If using Carnegie Cadets, go to units on copyrights, plagiarism, and online data.
(<http://www.carnegiecyberacademy.com/classroomMaterials.html>)
- _____ Circle back on these concepts every time students use online resources. You may want to watch these additional resources:

- *Plagiarism: Lesson One*
https://youtu.be/Ly_AeHl4t5M
- *SNL on Plagiarism*
https://youtu.be/yDxN4c_CmpI
- *Copyright and Plagiarism for Kids*
<https://youtu.be/ngKGGGoqFKTI>

Plagiarism Project

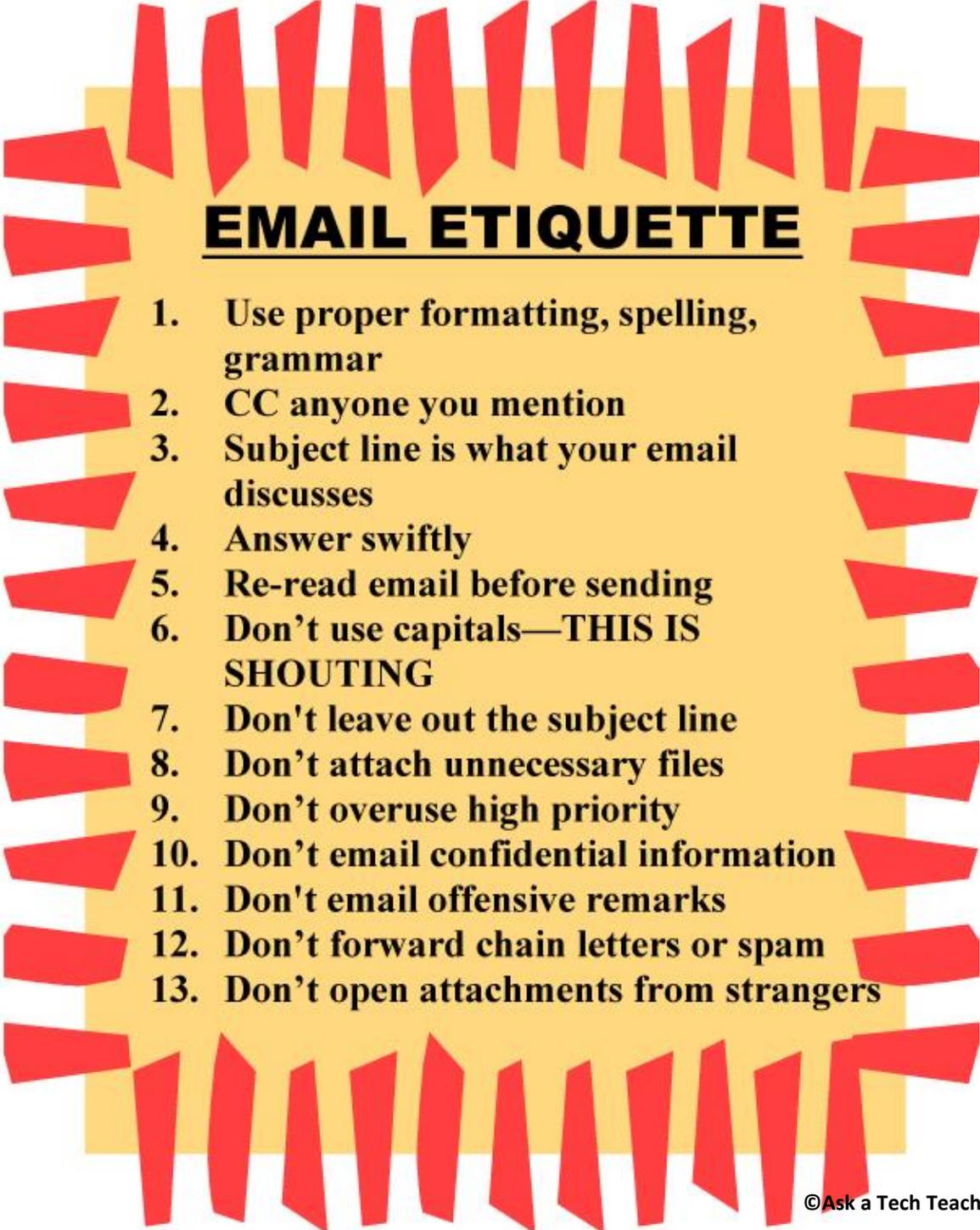
Create Voki avatars that discuss the differences between the areas of digital law. Place Vokis on student blog pages (if students have these) or the class wiki.

If you don't get through everything, check off completed items so you know what to get back to when you have time on later lessons. I find as I focus on the central idea of a lesson, clarifying questions sometimes take more time than I'd expect. I'm fine with that. There'll be lessons later that move faster than I planned.



Netiquette Rules

- **Be human**
- **Follow the same rules of behavior you follow in real life**
- **Be aware of your digital footprint**
- **Share your knowledge**
- **Help keep 'flame wars' under control**
- **Respect other's privacy**
- **Be forgiving of other's mistakes**



EMAIL ETIQUETTE

- 1. Use proper formatting, spelling, grammar**
- 2. CC anyone you mention**
- 3. Subject line is what your email discusses**
- 4. Answer swiftly**
- 5. Re-read email before sending**
- 6. Don't use capitals—THIS IS SHOUTING**
- 7. Don't leave out the subject line**
- 8. Don't attach unnecessary files**
- 9. Don't overuse high priority**
- 10. Don't email confidential information**
- 11. Don't email offensive remarks**
- 12. Don't forward chain letters or spam**
- 13. Don't open attachments from strangers**

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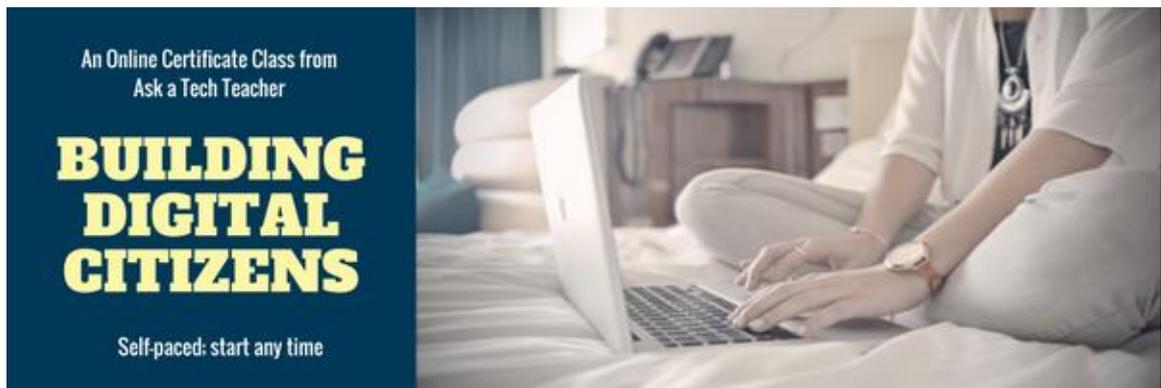


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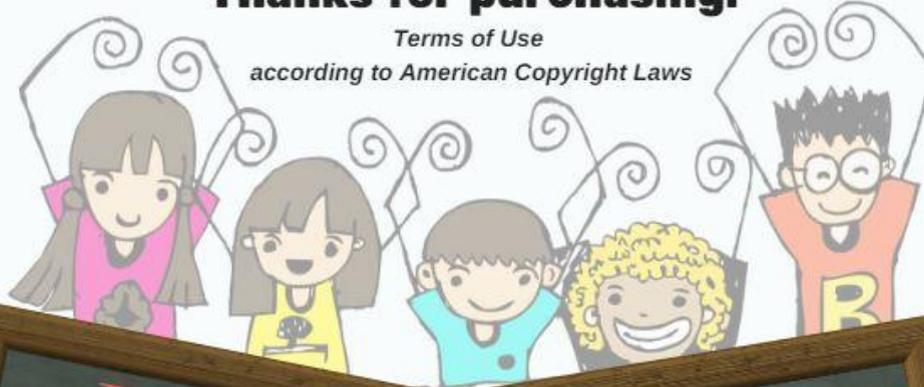
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