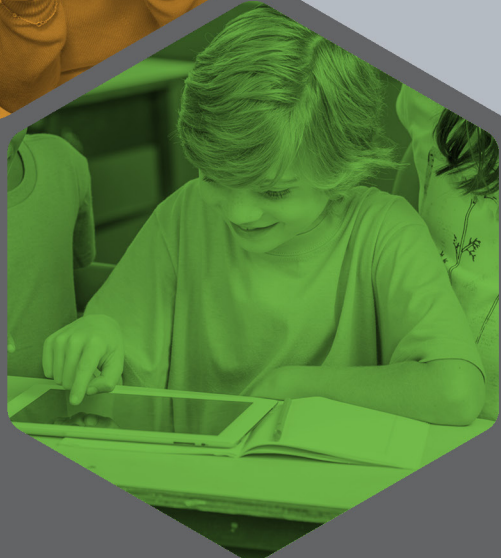


DIGITAL CITIZENSHIP

Curricular Framework

PK-12



*Transforming Digital
Citizenship Education*



A Letter From the Dig Cit Doctors	2
Acknowledgments	3
Introduction	4
Digital Citizenship Strands At-A-Glance	6
Digital Safety	7
Media and Information Literacy	12
Digital Wellbeing	19
Social Responsibility	24
Glossary	29
References	30

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Dear Educators,

Allow us to introduce ourselves. We are Dr. LeeAnn Lindsey and Dr. Kristen Mattson, a team we like to call The Dig Cit Doctors. We have both extensively studied, researched, and provided professional development on digital citizenship in education separately and collaboratively.

Over the past few years, we have worked with thousands of teachers, library media specialists, technology integration specialists, and administrators who aspire to teach or lead digital citizenship initiatives within their schools or districts. These passionate educators have struggled for many of the same reasons we were drawn to the field: confusion about what digital citizenship actually entails, lack of preparation or professional development, and limited access to high quality materials designed to meaningfully teach this concept at all grade levels. As a result, many educators have had to settle for teaching just a handful of lessons each year on cyberbullying and password protection, often outside of any real context and rarely scaffolding from year to year.

We recognized the struggle of our fellow educators and began thinking about how to communicate the scope, or “fullness,” of digital citizenship in a practical and meaningful way. Our intention with this framework is to show how a myriad of skills and concepts such as screen time, digital privacy, and media and information literacy all fit together under the umbrella of digital citizenship, and how these skills can empower students as participatory citizens in our ever-increasingly digital world.

We present this framework to all educators free of charge through a Creative Commons License. Our greatest hope is that it will help you and your education colleagues take the next step in providing a robust and authentic digital citizenship education to all students.

**Fondly,
The Dig Cit Doctors**



Kristen Mattson












LeeAnn Lindsey



Reviewers

We would like to thank each of the education experts who reviewed and provided feedback on various drafts of the curricular framework. Individuals were selected based on their expertise in educational technology, teaching and learning, curriculum, and standards. Their contributions helped shape the final version of this document.

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About this Document

The Digital Citizenship Curricular Framework provides guidance for implementing various sets of curricular standards through a lens of digital citizenship education. This framework can serve as a 'blueprint' to guide conversations around digital citizenship education for students in PK through 12th grade. The framework provides a logical sequence for content acquisition and skill development that can help students develop into safe, well-rounded, literate and participatory digital citizens. For additional information, ideas, resources, and support with implementation, visit <http://teachdigcit.com>.

Navigating this Document

The Digital Citizenship Curricular Framework is organized into four strands: Digital Safety, Media & Information Literacy, Digital Well-Being, and Social Responsibility. Each strand is further defined through enduring understandings.

Page 6 serves as an at-a-glance organizer of the four strands and their supporting enduring understandings.

DIGITAL SAFETY	
Enduring Understanding #1: Laws, rules, and social norms govern digital spaces. Indicators of success: <ul style="list-style-type: none"> Respect boundaries that govern digital spaces. Respect boundaries that govern the use of digital technologies in physical spaces. Develop personal boundaries for the use of digital technologies. 	
Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Name and follow classroom technology rules. b. Understand that technology rules keep us safe and healthy.	PreK-1 • What are the classroom technology rules? • Why do we need to follow rules with technology?
Grades 2-3 a. Understand and follow the school acceptable use policy. b. Help shape expectations for technology use in the classroom and home. c. Apply the social norms for interacting with others to online spaces.	Grades 2-3 • What is an acceptable use policy? Who creates it and why do we follow it? Why does everyone in the school have the same policy? • What other technology rules will help us stay healthy and happy at home and school? • How do my classroom manners translate into digital spaces?
Grades 4-5 a. Differentiate between personal codes of conduct, acceptable use policies, and social norms. b. Explore the ways one person's digital actions can affect others.	Grades 4-5 • How can I apply my personal code of conduct alongside established rules and laws? • How can my online actions positively or negatively impact other people?
Grades 6-8 a. Identify, analyze, and compare key language in terms and conditions agreements for digital tools and platforms. b. Observe and compare how social norms vary among digital communities.	Grades 6-8 • What do terms of service agreements actually mean and how do they affect me? • What is the purpose of a terms of service agreement? Whom does it benefit? • What are the rules that govern the platforms I use most? How are they different from one another? • How can I understand the social norms in this digital community? What clues should I watch for?
Grades 9-12 a. Investigate how digital platforms are beholden to and exempt from forms of government regulation. b. Interpret and evaluate the relevance of current laws to new technologies.	Grades 9-12 • How has the legal system handled issues of technology misfeasance by individuals or organizations? • Are the current laws surrounding accountability and liability for technology companies sufficient? Why or why not? • What patterns are noticeable in recent court rulings regarding new technologies?

DIGITAL CITIZENSHIP Strands At-A-Glance	
	DIGITAL SAFETY Digital Citizens keep themselves and each other safe. Enduring Understandings: 1. Laws, rules, and social norms govern digital spaces. 2. Digital identities, data, and online activities are commodities. 3. Individuals and organizations may misrepresent themselves online.
	MEDIA & INFORMATION LITERACY Digital Citizens responsibly consume, create, and share digital content. Enduring Understandings: 1. Effective search strategies help individuals locate information online. 2. Digital information varies in value, quality, and reliability. 3. Media influences individual perceptions and societal actions. 4. Technology can be used to express and amplify ideas.
	DIGITAL WELL-BEING Digital Citizens prioritize their digital well-being and the well-being of others. Enduring Understandings: 1. Self-awareness and the use of intentional strategies can support a healthy digital diet. 2. Online personas are constructed reflections of an individual's identity. 3. Technology may play a role in both advancing and impeding human connection.
	SOCIAL RESPONSIBILITY Digital Citizens are socially conscious and empowered to influence change. Enduring Understandings: 1. Digital citizens have a collective responsibility for the ethical design, use, and regulation of new technologies. 2. Technology is a powerful vehicle for civic engagement. 3. Technology both highlights and perpetuates social inequities.

On page 7, you will find the Digital Safety cover page. Similar pages exist for each strand. These cover pages help divide the document, define the strand, and provide rationale for its inclusion. Beginning on page 8, you will see that each enduring understanding has been further defined and developed on its own page. Each enduring understanding page is comprised of the same sections. Notice those sections in the diagram to the left, then continue to read about the purpose of each one.

Enduring Understandings:

An enduring understanding is a concept that cuts across grade levels and contexts that are central to the lives of digital citizens and have lasting value beyond the classroom.

Indicators of Success:

These indicators represent what digital citizens should be able to do, in an age-appropriate manner, when they fully comprehend and embrace the enduring understanding. While some of these actions may not be measurable, they are all observable.

Grade Level Indicators:

Grade-level indicators create a scaffold for achieving the indicators of success at various depths depending upon the age of the child. Educators should view these indicators as goals of their digital citizenship instruction.

Sample Guiding Questions:

Sample guiding questions round out and further clarify the grade-level indicators. These questions are not a prescription for how to teach the grade-level indicators, but can help teachers with ideas for lessons or units-of-study. The final page of each strand includes two sections: 1) technology skills that support the strand, and 2) aligned national standards and Social-Emotional Learning (SEL) indicators.

Technology Skills:

We view technology skills as a critical strand of digital citizenship. Without the technical skills to operate a device or navigate the Internet, individuals are unable to access the limitless possibilities for learning, communicating, and creating in today's digital world.

Technology skills, however, are fluid. Every day, old technologies are abandoned, and new technologies are adopted. This means that the skills needed to use technology are ever-changing. Therefore, the technology skills listed in this document are neither comprehensive nor static. They are included to give educators a strong sense of the type of technology skills that students will need to be successful in their pursuit of becoming responsible, healthy, conscientious users of technology and members of digital communities. We encourage educators to modify, add to, and remove skills from this list to keep it up to date and supportive of grade level work as needed.

The technology skills are not grade level specific and are not intended to be seen as an exhaustive list. Rather, they are a sampling of skills that readers may consider prerequisites for achieving the indicators of success. For example, in order for students to meet indicators within the Digital Safety strand, a useful technology skill is, "Change settings on a device or within apps."

Standards Alignment:

The list of standards includes content from various national references that support, align, or reflect indicators within the strand. We are of the belief that digital citizenship, when possible, should be embedded in content area teaching and learning to give it context and purpose. To aid in that integration, we have looked for places where these digital citizenship indicators are truly reflected in other sets of standards being used in curricular design and development.

This document is currently aligned with the:

- ISTE Standards for Students
- AASL Standards
- Common Core ELA Standards
- C3 Social Studies Standards
- National Health Education Standards
- CASEL indicators for Social Emotional Learning
- Social Justice Standards





DIGITAL SAFETY

Digital Citizens keep themselves and each other safe.

Enduring Understandings:

1. Laws, rules, and social norms govern digital spaces.
2. Digital identities, data, and online activities are commodities.
3. Individuals and organizations may misrepresent themselves online.



MEDIA & INFORMATION LITERACY

Digital Citizens responsibly consume, create, and share digital content.

Enduring Understandings:

1. Effective search strategies help individuals locate information online.
2. Digital information varies in value, quality, and reliability.
3. Media influences individual perceptions and societal actions.
4. Technology can be used to express and amplify ideas.



DIGITAL WELL-BEING

Digital Citizens prioritize their digital well-being and the well-being of others.

Enduring Understandings:

1. Self-awareness and the use of intentional strategies can support a healthy digital diet.
2. Online personas are constructed reflections of an individual's identity.
3. Technology may play a role in both advancing and impeding human connection.



SOCIAL RESPONSIBILITY

Digital Citizens are socially conscious and empowered to influence change.

Enduring Understandings:

1. Digital citizens have a collective responsibility for the ethical design, use, and regulation of new technologies.
2. Technology is a powerful vehicle for civic engagement.
3. Technology both highlights and perpetuates social inequities.



The internet can be an amazing place to learn, network, and collaborate. However, the internet also presents hazards in the forms of online scams, identity theft, and malware. In order to enjoy the benefits of living and learning in a global society, students must have a set of skills that will allow them to do so safely.

Digital safety requires a variety of skills including the ability to protect one's personal information, spot misleading profiles, and manage privacy settings. At the youngest ages, students must understand that rules and guidelines are in place to protect them. As they grow, young people should be empowered to take ownership of their digital safety through an education on strong passwords, terms of service agreements, the commodification of data, and safe ways to interact and network with others.

When students have a more thorough understanding of the laws, rules, social norms, and technology ecosystems that govern digital spaces, they are more prepared to be safe, active participants in the digital communities of their choosing.



Enduring Understanding #1 : Laws, rules, and social norms govern digital spaces.

Indicators of success:

- Respect boundaries that govern digital spaces.
- Respect boundaries that govern the use of digital technologies in physical spaces.
- Develop personal boundaries for the use of digital technologies.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Name and follow classroom technology rules. b. Understand that technology rules keep us safe and healthy.	PreK-1 <ul style="list-style-type: none"> • What are the classroom technology rules? • Why do we need to follow rules with technology?
Grades 2-3 a. Understand and follow the school acceptable use policy. b. Help shape expectations for technology use in the classroom and home. c. Apply the social norms for interacting with others to online spaces.	Grades 2-3 <ul style="list-style-type: none"> • What is an acceptable use policy? Who creates it and why do we follow it? Why does everyone in the school have the same policy? • What other technology rules will help us stay healthy and happy at home and school? • How do my classroom manners translate into digital spaces?
Grades 4-5 a. Differentiate between personal codes of conduct, acceptable use policies, and social norms. b. Explore the ways one person's digital actions can affect others.	Grades 4-5 <ul style="list-style-type: none"> • How can I apply my personal code of conduct alongside established rules and laws? • How can my online actions positively or negatively impact other people?
Grades 6-8 a. Identify, analyze, and compare key language in terms and conditions agreements for digital tools and platforms. b. Observe and compare how social norms vary among digital communities.	Grades 6-8 <ul style="list-style-type: none"> • What do terms of service agreements actually mean and how do they affect me? • What is the purpose of a terms of service agreement? Whom does it benefit? • What are the rules that govern the platforms I use most? How are they different from one another? • How can I understand the social norms in this digital community? What clues should I watch for?
Grades 9-12 a. Investigate how digital platforms are beholden to and exempt from forms of government regulation. b. Interpret and evaluate the relevance of current laws to new technologies.	Grades 9-12 <ul style="list-style-type: none"> • How has the legal system handled issues of technology misfeasance by individuals or organizations? • Are the current laws surrounding accountability and liability for technology companies sufficient? Why or why not? • What patterns are noticeable in recent court rulings regarding new technologies?



Enduring Understanding #2 : Digital identities, data, and online activities are commodities.

Indicators of success:

- Be mindful of online data collection practices; employ strategies to manage personal privacy.
- Protect the data, identity, and privacy of all users in digital environments.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 <ol style="list-style-type: none"> Know their personally identifiable information. Explain why some personally identifiable information should be kept private. 	PreK-1 <ul style="list-style-type: none"> What is your name, address, and phone number? When should I tell this information to someone? Who shouldn't know this information?
Grades 2-3 <ol style="list-style-type: none"> Discern which pieces of personal information are acceptable to share in online and offline spaces. Understand that a login is tied to an online profile that stores personal information. Create strong passwords and keep them private. 	Grades 2-3 <ul style="list-style-type: none"> What pieces of personal information might people be interested in obtaining? Why? Why do I need to login to certain sites? What makes a password strong?
Grades 4-5 <ol style="list-style-type: none"> Understand how users knowingly (e.g., profile creation) and unknowingly (e.g., cookies, location services) provide data to companies. Navigate app settings and permissions to understand what information is being shared. Understand how data helps tech companies match ads and services to customers. 	Grades 4-5 <ul style="list-style-type: none"> What pieces of personal information are companies interested in collecting and why? What are cookies? What data do cookies track? How do companies use data to personalize my experience?
Grades 6-8 <ol style="list-style-type: none"> Recognize social media tagging and location sharing as data collection mechanisms; consider one's own and others' privacy. Manage app permissions to control privacy. Define big data and investigate its influence on people, profits, and innovation. 	Grades 6-8 <ul style="list-style-type: none"> How is big data utilized to develop target audiences and market segments for company profit? What are the opportunities and risks of social media features such as tagging, checking in, and location sharing? How do companies share data with one another?
Grades 9-12 <ol style="list-style-type: none"> Understand privacy laws (e.g., FERPA, HIPAA) and their impact on individuals, organizations, and society. Adopt strategies to help control one's data footprint. Recognize the role of big data in innovation, scientific advancement, and the global economy. 	Grades 9-12 <ul style="list-style-type: none"> As a minor, which privacy laws are meant to protect you? Why are these important? How can I opt out of sharing my personal information? How are technology companies modifying their strategies for collecting our data? How is big data used to predict future habits, and shape various industries such as healthcare, transportation, and government?



Enduring Understanding #3 : Individuals and organizations may misrepresent themselves online.

Indicators of success:

- Exercise appropriate caution in online interactions.
- Differentiate between human and technologically-operated personas.
- Recognize misleading identities that could be phishing, malware, or other attempts to commit fraud.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Communicate online with guidance from parents, teachers and other trusted adults. b. Report uncomfortable situations to an adult.	PreK-1 <ul style="list-style-type: none"> • How can I use technology to connect with friends and family? • Who can I talk to when I feel uncomfortable or have questions?
Grades 2-3 a. Describe and adopt appropriate and safe interactions with others online. b. Recognize uncomfortable feelings that may emerge when communicating with others online.	Grades 2-3 <ul style="list-style-type: none"> • What is a “red flag feeling”? Which situations might lead to feeling uncomfortable? • What strategies can I use to feel safe and comfortable in online interactions?
Grades 4-5 a. Identify basic indicators of authenticity and inauthenticity in online personas (e.g., verification on social media). b. Safely navigate a variety of interactions in digital settings.	Grades 4-5 <ul style="list-style-type: none"> • How can I tell if the person I’m interacting with is who they say they are? What could a person online make up about themselves? Why would anyone want to mislead you about who they are? • How can I block, report, or otherwise stop unwanted interactions online?
Grades 6-8 a. Describe various technology-assisted scams such as phishing, malware, and social media impersonations. b. Use basic strategies to identify and avoid fraudulent online profiles and personas.	Grades 6-8 <ul style="list-style-type: none"> • What is fraud? What are ways in which bad actors try to commit fraud? • How can I recognize a scam? How can I avoid being scammed? • How can an internet search help me determine if I am being tricked?
Grades 9-12 a. Explain the purposes of technology-operated personas (e.g., spread misinformation, increase profits) b. Adopt strategies for recognizing, interacting with, and reporting misleading personas (e.g., bots, spam accounts) c. Examine how false personas can be used to prey on vulnerable populations (e.g., senior citizens, outsiders, ELLs)	Grades 9-12 <ul style="list-style-type: none"> • In what ways can technologically-operated personas be helpful? Harmful? • What are the best strategies for reporting misleading personas? • How can online personas lure followers into scams, conspiracy theories, human trafficking operations, radicalism, etc.?



Digital citizens keep themselves and each other safe.

The following technology skills support DIGITAL SAFETY.

- Log in to various devices and accounts (e.g., LMS).
- Determine whether a website is using cookies to track data.
- Navigate social media features such as tagging, checking in, and location sharing.
- Change settings on a device or within apps.
- Locate the terms of service for a website or app.
- Create a strong password; change a password; retrieve a password; manage passwords.
- Manage accounts and profiles within platforms.
- Post and respond to others in digital settings (e.g., chat, digital community, discussion board).
- Report users or accounts within a social platform.

The following content standards align with the DIGITAL SAFETY strand of digital citizenship:

- ISTE Standards for Students 2a: Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE Standards for Students 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE Standards for Students 2d: Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
- C3 Framework Dimension 2: Civics - Processes, Rules, and Laws





In 2018, a team of researchers from the Stanford History Education Group watched nearly 3500 high school students from across the country perform 6 different information literacy tasks. Overwhelmingly, regardless of gender, age, socioeconomic status, race, or location, students struggled. The teens simply did not have the necessary skills to help them determine the credibility, background, purposes, and biases of the content they were reading online. This research indicates it is time to rethink the ways we define literacy, teach information gathering, and address new media in the classroom.

In 2019, the National Council for Teachers of English (NCTE) published a position statement on the definition of literacy in a digital age. NCTE recognizes that the communicative practices of societies change over time and that the skills, competencies, and dispositions of a literate person also evolve. In order to participate in a global society, NCTE recognizes that people must be able to “explore and engage critically, thoughtfully, and across a wide variety of inclusive texts and tools/modalities.” Media and information literacy education empowers young people with the skills to just that.

Someone who is media and information literate is able to find content that is credible, reliable and relevant. They are able to determine who is behind the information, what motivates the content creator, and what types of perspectives the creator holds. Media and information literate people also recognize the biases they bring in to a piece of content as consumers and the role that multimedia play in shaping our collective understandings of the world.



Enduring Understanding #1 : Effective search strategies help individuals locate information online.

Indicators of success:

- Apply effective search strategies across digital platforms.
- Adopt a cyclical process for information retrieval.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Use the internet to find information with adult supervision or guidance. b. Access pre-selected digital resources.	PreK-1 • Which apps and websites will help me get to information I need? • Who can I ask for help with an information need?
Grades 2-3 a. Create search terms from key ideas. b. Choose appropriate sites and apps to find specific information; ask for support when necessary.	Grades 2-3 • What do I want to learn? Which search terms will help me find the answers? • Which website is the best one for this topic? • Who can help me find information when I get stuck?
Grades 4-5 a. Expand results by using synonyms and related topics as search terms. b. Use a search engine's filtering and sorting features to modify search results. c. Use multiple cues on a result page to determine which link to click on.	Grades 4-5 • How can I narrow or broaden my search results? • How can I organize my results to make better sense of them?
Grades 6-8 a. Utilize advanced web searching tools and techniques. b. Explain the differences between the paid and free web. c. Adopt unique strategies for searching specific content libraries (e.g. academic databases, streaming services).	Grades 6-8 • How can I customize my search to get the most relevant results even faster? • When might I want to use the paid web instead of the free web? • In what ways do I locate content in Netflix vs. Google Scholar?
Grades 9-12 a. Use advanced search techniques in both free and paid information databases. b. Navigate seamlessly between the paid web and free web (ex. Free academic searches vs. subscription based databases).	Grades 9-12 • How can I utilize the features of this academic database to my advantage? • Which databases and websites are the best ones for this information need?



Enduring Understanding #2 : Digital information varies in value, quality, and reliability.

Indicators of success:

- Recognize and avoid fraudulent or misleading information.
- Verify the accuracy of information before using or sharing.
- Analyze sources for credibility, perspective, and bias.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Understand that not everything we see online is true.	PreK-1 • What is the difference between real and pretend?
Grades 2-3 a. Understand that sources have different purposes: to entertain, inform, sell, etc. b. Locate consistencies and discrepancies among multiple sources of online information. c. Demonstrate how one online source can help verify the accuracy of another.	Grades 2-3 • What is the purpose of this resource? • How is the information on this website similar to and different from the information on another?
Grades 4-5 a. Recognize the various formats online advertisements can take. b. Evaluate claims by seeking out additional sources of information. c. Identify implicit messages within information and media sources.	Grades 4-5 • How can you tell the difference between ads and content? • How can advertisements “hide” in videos, articles, and television shows? • How do authors and creators hide meaning in their content?
Grades 6-8 a. Differentiate between primary, secondary, and tertiary sources of information. b. Recognize characteristics of misinformation. c. Understand how media and information are driven by profits, which may contribute to bias. d. Utilize lateral reading techniques to identify authorship and verify claims.	Grades 6-8 • Why would I choose a primary, secondary, or tertiary source? • What are the major types of misinformation and how can I spot them? • How can I verify that this information is accurate? Who is behind this information? • Is there a difference between misinformation and propaganda? What is the history of misinformation? How does the internet make it easier for misinformation to spread?
Grades 9-12 a. Explain how primary, secondary, and tertiary sources offer varying levels of credibility and objectivity. b. Utilize lateral reading techniques to uncover who is behind information and their motivations for publishing it. c. Analyze the impact of misinformation on society.	Grades 9-12 • How might the special interests of content creators affect what I am reading? • How does misinformation contribute to political and social extremism? What are the information habits of conspiracy theorists? • How might special interest groups be influencing this information?



Enduring Understanding #3 : Media influences individual perceptions and societal actions.

Indicators of success:

- Employ strategies to derive meaning from content presented in various formats.
- Analyze the impact of both explicit and implicit messages on our perceptions of the world.
- Analyze how the media landscape shapes our individual and collective actions.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Extract meaning from multiple types of media (e.g., images, objects, basic print).	PreK-1 <ul style="list-style-type: none"> • How can pictures tell a story? What do these symbols mean? (e.g., restroom signs, stop light colors)
Grades 2-3 a. Understand that pictures and words work together to convey meaning. b. Glean meaning from basic graphs and charts. c. Analyze the impact of media on personal preferences for things like clothing, toys, games, and music.	Grades 2-3 <ul style="list-style-type: none"> • How does the work of authors and illustrators complement each other? • How can charts and graphs give information? • Why do you think people choose the clothes, lunch boxes, or school supplies they do?
Grades 4-5 a. Recognize that creators have their own interests and goals; identify the perspective of media creators. b. Analyze the role of advertisements, social media influencers, viral content, and other forms of media on social trends.	Grades 4-5 <ul style="list-style-type: none"> • What is the purpose of this content? Why did the creators make it? What does this content creator seem to value most? • Why do people pay attention to social media influencers? Which influencers do you follow? Do you ever feel persuaded by them?
Grades 6-8 a. Analyze both explicit and implicit biases communicated in singular pieces of media. b. Identify personal, cognitive biases that can impact media consumption. c. Understand the connection between perception and action; recognize the role media plays in each.	Grades 6-8 <ul style="list-style-type: none"> • Why does media rely on stereotypes as a shortcut in storytelling? What is the danger in the overuse of stereotypes in media? • What is confirmation bias and when do I experience it? What other personal biases might influence my media diet? • What role does the comments section play in both my perception of content and what I choose to do with the information after consuming it?
Grades 9-12 a. Analyze both explicit and implicit messages communicated by collections of media on the same topic. b. Adopt strategies to challenge personal and algorithmically-reinforced biases and perceptions. c. Evaluate the role of media in civic engagement and social progress.	Grades 9-12 <ul style="list-style-type: none"> • How do patterns of word choice in media shape social perception of people, groups, and topics? How might they shape groupthink over time? • What techniques can I use to avoid self-imposed and algorithmically-driven filter bubbles? • How has media influenced my perception of the world? What blind spots might I still have?



Enduring Understanding #4 : Technology can be used to express and amplify ideas.

Indicators of success:

- Identify an audience, appropriate medium and platform to express ideas and share content.
- Create content that expresses information and ideas using a variety of digital and nondigital tools while respecting intellectual property.
- Share information and ideas clearly and responsibly.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Create age-appropriate texts and illustrations using digital tools.	PreK-1 • Which apps can I use to draw, type, or record my voice?
Grades 2-3 a. Utilize age-appropriate digital tools to communicate information or tell a simple story to teachers and classmates. b. View themselves as creators and holders of intellectual property. c. Record and reference original sources.	Grades 2-3 • What do I want to say and who is my audience? • What does intellectual property mean? • What makes me a creator? • What are the features of this digital tool?
Grades 4-5 a. Utilize multimedia tools, including video creation and editing tools to report information or communicate a personal message to family and friends. b. Correctly cite information and media in age-appropriate formats. c. Locate and utilize royalty-free media in digital communication projects. d. Share digital creations in appropriate platforms.	Grades 4-5 • How can I tap into my creativity to express an idea? • Why is copyright so important? Why do some creators choose to release their content for everyone to use? • How can I tell if the author has given permission to use this content? • Which apps and tools are available to help me share a message?
Grades 6-8 a. Utilize multiple apps, websites, and software (i.e., app smash) to create and share media projects of personal importance; share with a specific audience. b. Give credit and cite sources in both written work and multimedia creations. c. Utilize Creative Commons to appropriately license one's own work.	Grades 6-8 • Which tools are available to help me craft a message and which is the best one to use in this case? • How can I honor and give credit to the creators of the content I've used in my project? Why should I? • What options do I have for protecting my own intellectual property?
Grades 9-12 a. Sample, remix, and incorporate the intellectual property of others in ways that respect copyright law and honor original creators. b. Evaluate the appropriateness of various forums for sharing multimedia content taking the potential reach, influence, and impact of one's messages into consideration.	Grades 9-12 • What are the differences between sampling, remixing, and plagiarizing multimedia content? • What ideas matter most to me? Who else cares about the same thing? How can I elevate the message to make a difference in the world? • Where can I connect with others who care about the same things I do?



Digital Citizens responsibly consume, create, and share digital content.

The following technology skills support MEDIA AND INFORMATION LITERACY.

Using and Searching the Internet

- Navigate within and among webpages using menus and browser functionality (e.g., back and forward buttons)
- Navigate to online content using hyperlinks, bookmarks, or other tools
- Gather, save, and organize online content (e.g., Personal bookmarks, stored shortcuts or hyperlinks)
- Identify an address bar, search bar, and omnibar
- Filter and sort search results
- Use advanced search functions including reverse image searching
- Work seamlessly across multiple tabs and windows
- Customize browser settings

Creating, Saving, and Publishing Media

- Insert and resize text, shapes and objects, images, audio, and video to a media creation
- Create hyperlinks
- Select and adjust font, color, and size of text
- Customize page setup (e.g., margins, indents, headings and footers, page numbers)
- Combine the use of multiple applications to create digital projects or complete tasks (i.e., app smash)
- Use photo editing tools to adjust images and clips; add effects, titles/text, transitions, and media assets
- Employ tools and strategies to achieve desired color and design (eg, HEX codes, transparency, borders and shadows, padding)
- Revise and combine multiple existing media assets to create a unique digital product (i.e., remix)
- Employ advanced techniques, including basic html code, to achieve design goals
- Save images, videos, and documents in multiple formats
- Upload content, photo, audio, or video for sharing/publishing



Digital Citizens responsibly consume, create, and share digital content.

The following content standards align with the MEDIA AND INFORMATION LITERACY strand of digital citizenship:

- ISTE Standards for Students 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE Standards for Students 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE Standards for Students 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE Standards for Students 6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE Standards for Students 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE Standards for Students 6d: Students publish or present content that customizes the message and medium for their intended audience.
- AASL Standards Framework IVA3: Learners act on an information need by making critical choices about information sources to use.
- AASL Standards Framework IVB3: Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.
- AASL Standards Framework IVC1: Learners exchange information resources within and beyond their learning community by accessing and evaluating collaboratively constructed information sites.
- AASL Standards IVD1: Learners select and organize information for a variety of audiences by performing ongoing analysis and reflection on the quality, usefulness, and accuracy of curated resources.
- C3 Framework Dimension 3: Evaluating Sources and Using Evidence
- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- NGSS Science and Engineering Practice 8: Obtaining, evaluating, and communicating information.
- CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.





So much of our lives are lived through the screen – learning, working, socializing, gaming, listening, reading. What is the impact of all this screen time on our social, emotional, and physical health?

According to the Collaborative for Academic, Social, and Emotional Learning (2021), social and emotional learning is the “process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” These skills and mindsets are just as important in digital spaces as they are in physical ones.

To be socially and emotionally well in digital communities, we must understand how important self-awareness and personal reflection are in supporting a healthy digital diet and balanced use of screen time. Additionally, young people can learn and practice discrete skills for navigating digital relationships and fostering human connection - both offline and online.



Enduring Understanding #1 : Self-awareness and the use of intentional strategies can support a healthy digital diet.

Indicators of success:

- Evaluate the quality of various digital activities on health and well-being.
- Understand the ways technology companies design devices and apps to hold users' attention.
- Use strategies to balance and manage screen time and activity.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Identify personally enjoyable digital and non-digital activities. b. Understand and respect technology limits given by adults.	PreK-1 <ul style="list-style-type: none"> • What are my favorite things to do with my device? What are my favorite activities that don't involve my device? • Why is it important to put devices away even when it doesn't feel good?
Grades 2-3 a. Describe potential challenges associated with extended technology use (e.g., eye strain, idleness, anxiety). b. Define "balance" as it relates to screen time; explain why it is important.	Grades 2-3 <ul style="list-style-type: none"> • How can screens be harmful to my eyes, body, and mind? • Why should I balance technology use with other activities?
Grades 4-5 a. Understand that some websites are designed to be enticing to young people. b. Analyze the quality of various digital activities and explain why quality should be factored in to screen time limits. c. Apply self-management techniques to technology use.	Grades 4-5 <ul style="list-style-type: none"> • What characteristics of apps websites make them appealing to young people? • What are some examples of "active" vs. "passive" technology use? • How can I recognize unhealthy screen time behavior? Why is it so hard to log off? What can I do to make it easier?
Grades 6-8 a. Describe strategies technology companies employ to keep people using their apps (e.g., likes, endless scrolling, autoplay, etc.), and how they influence our well-being. b. Use tools, settings, and strategies to develop screen time goals and manage device use. c. Describe how some uses of technology can support higher levels of physical, social, and emotional well-being.	Grades 6-8 <ul style="list-style-type: none"> • How might likes, shares, and comments impact my sense of self? • What strategies and tools can I use to manage my technology use and create a healthy "digital diet"? • How can technology support the health and well-being of users (e.g., accessibility features, exercise and meditation apps, wearables)?
Grades 9-12 a. Explain the physiological and psychological effects of technology use. b. Critically analyze the concept of technology addiction. c. Evaluate and adjust personal strategies for achieving optimal screen time goals.	Grades 9-12 <ul style="list-style-type: none"> • How do tech companies manipulate our brain chemistry (e.g., serotonin and dopamine) to keep us coming back to their apps? • What is the difference between technology addiction and over-use? Is technology addiction real? What is the solution? • Which aspects of my digital life bring me happiness?



Enduring Understanding #2 : Online personas are constructed reflections of an individual's identity.

Indicators of success:

- Consider the permanence and viral nature of online content when engaging in digital spaces.
- Make informed and intentional decisions about what to share in digital spaces.
- Monitor the relationship between social and emotional health and online sharing.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Participate in age-appropriate digital spaces side-by-side with a trusted adult.	PreK-1 <ul style="list-style-type: none"> • What should I share about myself when I am online? Does it matter who I am talking to? (e.g., posting to SeeSaw vs. FaceTime with Grandma)
Grades 2-3 a. Explore the variety of ways people create an online persona through what they choose to share. b. Understand the permanence of online content. c. Post content to approved digital platforms; use tools and resources as guidance.	Grades 2-3 <ul style="list-style-type: none"> • How can personality be represented online? • How long is content available after I post it? • How can I present my ideas to others online? Are there “better” ways of saying what I mean?
Grades 4-5 a. Understand how individual posts create a cumulative online persona. b. Evaluate choices about what to reveal and conceal online to support mental health and well-being for yourself and others.	Grades 4-5 <ul style="list-style-type: none"> • Does content on the Internet ever go away? • What is a digital footprint? What makes up an online persona? • What can I tell about a person by their digital footprint? Is my perception of that person accurate? How might people perceive me based on my digital footprint? What is the lasting impact?
Grades 6-8 a. Understand how online content goes viral and how virality affects the well-being of individuals. b. Recognize different audiences online; make intentional decisions about what to share with various online audiences. c. Use settings to control visibility in digital spaces. d. Adopt strategies to revise an online persona, as appropriate, to support one's emotional well-being.	Grades 6-8 <ul style="list-style-type: none"> • How do the messages I share shape people's perceptions of me? How can I further shape my digital footprint? • What is the connection between identity and well-being? • Who is viewing my online persona? Is it okay to be different with some audiences than with others? • Can I control who sees what I post?
Grades 9-12 a. Cultivate an authentic online persona that is aligned to one's values and goals. b. Construct an academic or professional identity for the purposes of branding and networking. c. Analyze and evaluate the effect of having an online persona over time and its impact on the individual's well-being.	Grades 9-12 <ul style="list-style-type: none"> • Does my digital identity reflect my “true self,” my values, and my goals? How can I take more control of my digital footprint and make it work for me? • How do I choose to present myself in different digital spaces? Which aspects of my persona do I convey? • Does online content posted in the past matter in the present? Does it have an expiration date?



Enduring Understanding #3 : Technology may play a role in both advancing and impeding human connection.

Indicators of success:

- Cultivate human connection in online and offline relationships.
- Successfully navigate harmful relational behaviors (e.g., digital drama, cyberbullying).
- Foster a personal sense of belonging and purpose through digital interactions

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Know how and when to use technology with friends and family.	PreK-1 • How can I include others when I am using technology?
Grades 2-3 a. Practice kindness when interacting in digital spaces. b. Show awareness and concern for the feelings of other people in digital interactions. c. Name emotions tied to online interactions.	Grades 2-3 • How can I be kind to others online? • How do these situations make me feel?
Grades 4-5 a. Compare different types of digital communication and explain why one may be more effective than another. b. Practice teamwork and collaboration in digital spaces. c. Define and recognize cyberbullying; describe how to be an “upstander.”	Grades 4-5 • When might a face-to-face conversation be best? What about a text? • What is cyberbullying? Does it mean the same as ‘being mean’ online? • What should I do if I see someone else being cyberbullied? • Do the same conflict resolution strategies we use in-person work in digital spaces? What other strategies might we need?
Grades 6-8 a. Use strategies to navigate digital drama, cyberbullying, and other social dynamics. b. Practice empathy and respect for diverse perspectives in digital spaces. c. Identify opportunities to positively contribute to a digital community.	Grades 6-8 • How can I resist social pressure coming from digital spaces? How do algorithms amplify that social pressure? • How can I use online and offline strategies to deal with jealousy, FOMO, or other feelings of inadequacy? • How can I use technology to enhance relationships? • How do I know when someone in an online space may need a little extra care, and how can I address it?
Grades 9-12 a. Analyze various digital dynamics (e.g., cancel culture, groupthink, homophily) and their impact on an individuals and society. b. Monitor emotions that arise from online interactions and adjust my digital behaviors accordingly. c. Recognize the ways my digital contributions impact the social and emotional well-being of others.	Grades 9-12 • Is cancel culture a good thing? For whom? • How can I take more control of the digital interactions that influence my well-being? • What are my intentions in any particular interaction? How will people on the receiving end feel?



Digital Citizens prioritize their digital well-being and the well-being of others.

The following technology skills support DIGITAL WELL-BEING.

- Manage account and profile within a platform or app.
- Change settings on a device or within apps.
- Locate screen time reports and features that are built-in to technologies.
- Post and respond to others in digital settings (e.g., chat, digital community, discussion board).
- Use collaborative documents and commenting features to work with others.
- Use synchronous and asynchronous mechanisms for communication (e.g., email, text, virtual meeting, backchannels).
- Post, share, and delete text, images, video and other media to various online spaces.
- Use social media functionality such as threaded discussions, page feeds, social approval, tagging, and location sharing.
- Report and block users or accounts within a social platform.
- Create a social media group or page for a defined purpose.

The following content standards align with the DIGITAL WELL-BEING strand of digital citizenship:

- ISTE Standards for Students 2a: Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE Standards for Students 2b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- CASEL Competency Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- CASEL Competency Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- CASEL Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
- CASEL Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Social Justice Standard 1: Students will develop positive social identities based on their membership in multiple groups in society.
- Social Justice Standard 3: Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Social Justice Standard 4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Social Justice Standard 17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Social Justice Standard 18: Students will speak up with courage and respect when they or someone else has been hurt or wronged.





Social responsibility is the notion that individuals have an obligation to work and cooperate with others for the benefit of society at large. Students are often told that they should use the power of technology to “do good” in the world. But what does that look like in action? And how can we help students harness the tools in their pockets to engage in change they care about?

In order to promote social responsibility, students must be empowered with the knowledge to understand how and why inequity exists, be encouraged to collaboratively problem solve and work toward solutions, and then given the practical skills to enact change.

By truly expanding our concept of digital citizenship to include the notion that we are all citizens of a global community, connected via the internet, the types of responsibilities we have to one another also expand.

Digital citizens must recognize the inherent ethical issues that arise in the creation and use of new technologies. We must be critical consumers of new products and services, advocate for rules and regulations that prioritize humanity and equity, and utilize technology to engage in both digital communities and democratic processes.



Enduring Understanding #1 : Digital citizens have a collective responsibility for the ethical design, use, and regulation of new technologies.

Indicators of success:

- Recognize ethical issues inherent to technology use.
- Analyze the impact of innovation on individuals and society.
- Advocate for the ethical design, use, and regulation of new technologies.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Describe how tools and technologies can make tasks easier or more efficient.	PreK-1 <ul style="list-style-type: none"> • What are some machines that help you and your family at home?
Grades 2-3 a. Describe the pitfalls of various technologies (e.g. expense, lifespan, upkeep). b. Compare life with and without various technologies.	Grades 2-3 <ul style="list-style-type: none"> • In what ways can helpful machines also be problematic? • What technologies, machines, and gadgets could you live without? How would your life look different?
Grades 4-5 a. Define digital ethics; explain how the concept is different from rules and regulations. b. Reflect upon personal ethics in digital decision making.	Grades 4-5 <ul style="list-style-type: none"> • What are some examples of digital rules? What are some examples of digital values and ethics? • What values guide my digital decisions?
Grades 6-8 a. Seek to understand the problems within technological solutions. b. Examine innovations through various ethical lenses (e.g. impact on: environment, quality of life, human connection, power and equity) c. Understand how community ethics influence technology access, use, and regulation.	Grades 6-8 <ul style="list-style-type: none"> • How has technology helped us solve problems historically? What new problems did the solutions create? • Why might an innovation be seen as unethical even if it is legal? • Why might a decision feel ethical to one community and not another?
Grades 9-12 a. Address problems within existing technological solutions. b. Examine the impact of innovation on social systems (e.g., education, healthcare) and humanity. c. Wrestle with nebulous topics and gray areas; recognize there may never be a singular right answer, but investigate anyway. d. Advocate for the ethical design, use, and regulation of new and existing technologies.	Grades 9-12 <ul style="list-style-type: none"> • Is innovation helpful or harmful for the economy? • Can artificial intelligence help diminish bias in decision making? • What is the relationship between technology and mental health? • What improvements can be made to existing technologies? What power do we have as consumers to advocate for change?



Enduring Understanding #2 : Technology is a powerful vehicle for civic engagement.

Indicators of success:

- Participate in communities both large and small with the support of digital tools.
- Analyze the role social technologies play in both the advancement of and challenges to democratic ideals.
- Engage in respectful civil discourse both offline and online to advance social goals.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Describe why manners are important in both online and face to face interactions.	PreK-1 <ul style="list-style-type: none"> • What are the ways to be kind to friends? • How can I show respect?
Grades 2-3 a. Describe how digital communities can be extensions of physical ones. b. Explain how people can work together to make rules in physical and digital spaces.	Grades 2-3 <ul style="list-style-type: none"> • How is my classroom a type of community? How does my classroom community extend into digital spaces? • Who makes rules in online spaces? How can I have a say?
Grades 4-5 a. Describe ways in which people benefit from and are challenged by working together in online communities. b. Adopts strategies (i.e., ask clarifying questions) to understand new perspectives and navigate disagreement in digital spaces.	Grades 4-5 <ul style="list-style-type: none"> • When is it best to listen, learn, contribute, speak up or disengage from online conversation? • How can I show others I am interested in their perspectives?
Grades 6-8 a. Access a variety of people and perspectives through digital technologies. b. Adopt strategies for online civic discourse so that participants can respectfully learn from one another.	Grades 6-8 <ul style="list-style-type: none"> • How can I find, create, and otherwise engage in communities that interact online? • How can I respectfully agree with, disagree with, and ask questions of others in digital spaces?
Grades 9-12 a. Analyze the power and limitations of social media as a tool for civic engagement. b. Describe how algorithms can reinforce personal cognitive biases and influence a user's political and social identities. c. Adopt strategies for healthy civic dialogue that moves participants toward empathy, understanding, and consensus. d. Use digital tools to find and engage with people and organizations that promote democratic civic action.	Grades 9-12 <ul style="list-style-type: none"> • Is online activism an effective form of civic engagement? • How do the tools I use each day shape the way I see the world? • What are the benefits and drawbacks of engaging in political discourse in digital spaces? • How can we engage in models of collective impact to solve and scale problems?



Enduring Understanding #3 : Technology both highlights and perpetuates social inequities.

Indicators of success:

- Understand the impact of technology on issues of equity.
- Recognize social media's ability to amplify injustices.
- Engage in and advocate for fair and equitable technology practices.

Grade Level Indicators	Sample Guiding Questions:
PreK-1 a. Share technology with friends appropriately.	PreK-1 <ul style="list-style-type: none"> • Why is it important to share our classroom technology with our friends?
Grades 2-3 a. Recognize that not all people have the same access to or abilities with technology. b. Use classroom technology in ways that are fair and equitable.	Grades 2-3 <ul style="list-style-type: none"> • What technologies do you have at home? How is your technology use different from your family or friends? • How can everyone in the classroom use technology when they need it?
Grades 4-5 a. Identify technology that can make learning and living more equitable and accessible for everyone (e.g., hearing aids, talk to text, screen readers, etc.). b. Understand the challenges created by limited access to devices and/or connectivity. c. Recognize and respect the diverse choices people make in regard to technology use.	Grades 4-5 <ul style="list-style-type: none"> • How can technology help people move through the world more easily? • Why might someone have limited access to technology? How might that impact their life? • How is your access supported or limited by your family rules? How do your family expectations differ from those of your friends?
Grades 6-8 a. Identify various level of accessibility within technological solutions. b. Understand the multiple facets of the digital divide (e.g., devices, connectivity, accessibility, information literacy skills). c. Evaluate the impact of various technologies and platforms designed to create more equity (e.g., assistive technologies, free online courses).	Grades 6-8 <ul style="list-style-type: none"> • How do technologies help people with diverse physical and cognitive needs? How can existing technologies be better designed for everyone to use? • What is the full meaning of the "digital divide"? • Do technologies like virtual doctor visits, free online courses, and digitized library materials close or widen equity gaps?
Grades 9-12 a. Critique media coverage and the role of social technologies in revealing social, racial, financial, and other types of inequalities. b. Evaluate the impact of various technologies (e.g., big data, AI, predictive analytics, surveillance) on social equity. c. Seek solutions and advocate for change in the face of an ever-evolving, multi-faceted digital divide (e.g., access to devices, skill gaps, media literacies).	Grades 9-12 <ul style="list-style-type: none"> • How does traditional media shine a flashlight or cast a shadow on inequities? Is it different with social media? • How do technological innovations help and hurt traditionally marginalized groups? • How can we leverage technology to close gaps in skill, access, or knowledge?



Digital Citizens are socially conscious and empowered to influence change.

The following technology skills support SOCIAL RESPONSIBILITY:

- Use a variety of digital tools and apps for different purposes
- Modify or create a new basic technology to solve a problem or meet a need (e.g., design an app)
- Post and respond to others in digital settings (e.g., chat, digital community, discussion board)
- Use synchronous and asynchronous mechanisms for communication (e.g., email, text, virtual meeting, backchannels)
- Use social media functionality such as threaded discussions, page feeds, social approval, tagging, and location sharing
- Create a social media group or page for a defined purpose
- Use devices and apps that improve content accessibility
- Identify settings that make content more accessible








The following content standards align with the SOCIAL RESPONSIBILITY strand of digital citizenship:

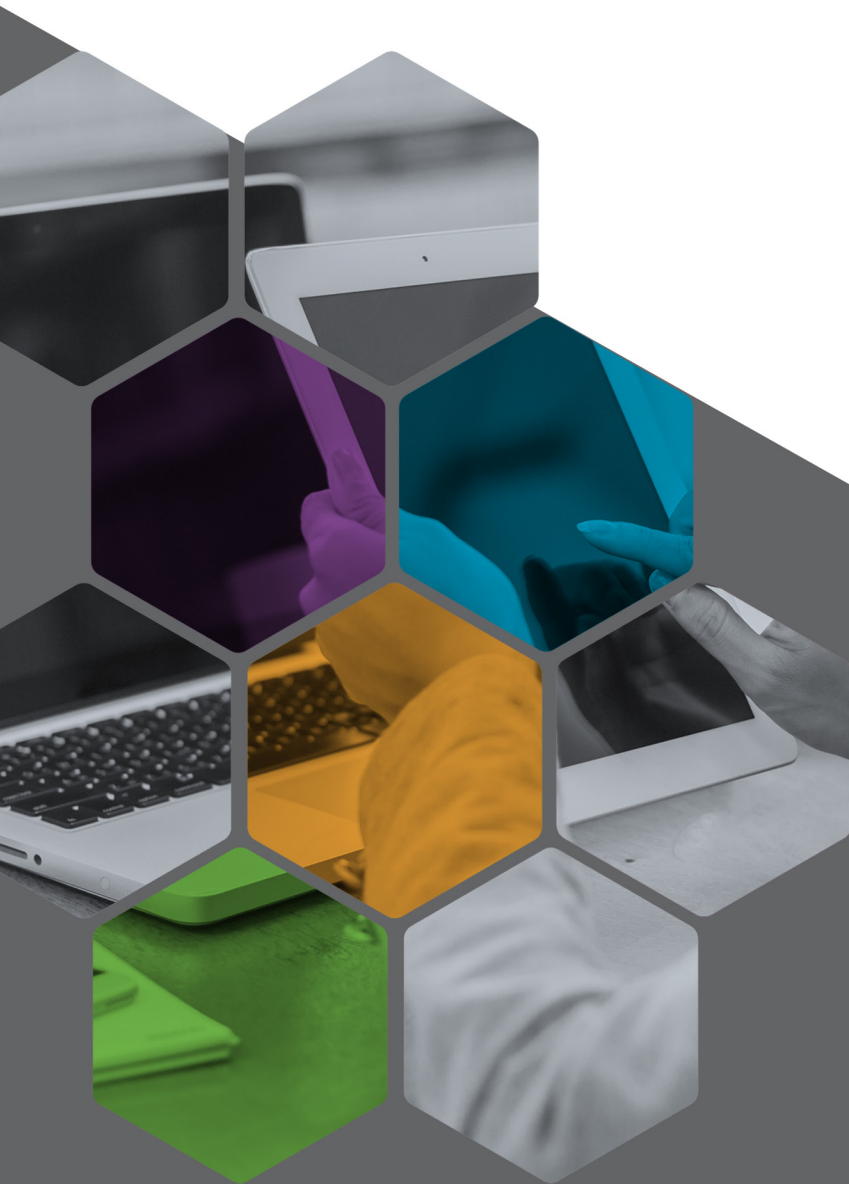
- ISTE Standards for Students 7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- ISTE Standards for Students 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- ISTE Standards for Students 7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
- CASEL Competency Social-Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.
- Social Justice Standard 6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Social Justice Standard 14: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- Social Justice Standard 16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experiences bias.
- Social Justice Standard 20: Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
- C3 Framework Dimension 2 - Civics: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
- AASL Framework IIID2: Learners actively participate with others in learning situations by recognizing learning as a social responsibility.



Big Data	Extremely large, complex sets of data that are analyzed by computers to find patterns, trends, and relationships about human behavior
Civil Discourse	A conversation where there is a respectful exchange of ideas and perspectives by everyone involved
Civic Engagement	Individual and collective actions taken to address public concerns
Digital Diet	The media, information, and content we consume through screens
Digital Ethics	The moral guidelines that govern personal choice with technology; the moral guidelines that govern the creation of new technologies
Intellectual Property	Creations of the mind; inventions, music, art, writing, multimedia creation, ect.
Lateral Reading	A method to verify what you read as you are reading it through purposeful research and fact checking
Malware	Software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system
Multimedia	Communication that combines different forms of content like text, audio, images and video into a single message
Online Persona	Aspects of a person's identity and/or personality that are presented in digital communities
Phishing	A scam typically involving emails designed to trick the reader into revealing personal information
Royalty-Free	Intellectual property that can be used without paying a fee
Technologically-Operated Personas	An identity or personality that is operated by an algorithm as opposed to a human; customer service chats, social media bots, automated phone messages, etc.



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Digital Citizenship Curricular Framework

For PK-12



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