## Digital Citizenship Curriculum - Standards Alignment



Digital Citizenship Curriculum						Le	ssons 3	3-5							
International Society for Technology in Education  Intern	Cyberbullying	Copyright	Digital Footprint	Reliable Information	Data Connectivity	Digital Citizen's Basic Skills	Selecting Correct Device	Selecting Correct Software	Office Software	Troubleshooting	Digital Progress	Critical Thinking †	Data ⁺	Data collection tools ⁺	Basics of Al ⁺
Empowered Learner: Students leverage technology to take an active Students:	e role in	choosin	ıg, achie	eving, and	demon	strating o	compete	ncy in th	eir learn	ing goals	s, inform	ed by the	e learnin	g science	es.
a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.															
<b>b.</b> Build networks and customize their learning environments in ways that support the learning process.	•**														
c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.					•	•	•	•	•	•	•				
2. Digital Citizen: Students recognize the rights, responsibilities, and safe, legal and ethical. Students:	opport	unities o	f living,	learning,	and wo	rking in a	an interc	onnecte	d digital	world, a	nd they	act and	model ii	n ways th	at are
Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	•	•	•			•									
b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.	•	•	•	•		•									
c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		•				•*									
d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.			•	•		•*									
<b>3. Knowledge Constructor:</b> Students critically curate a variety of resofor themselves and others. Students:	ources u	ising dig	ital tool	s to cons	truct kno	owledge,	, produc	e creativ	e artifac	cts, and i	make me	eaningfu	l learnin	g experie	ences
Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.				•**					•						
<b>b.</b> Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.			•	•		•			•						

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c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.							•								
<b>d.</b> Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.		•	•	•**	•						•				
4. Innovative Designer: Students develop and employ strategies for u Students:	ndersta	nding an	d solvin	g problen	ns in wa	ys that le	everage :	the powe	er of tech	nnologic	al metho	ds to de	velop ar	nd test sol	lutions.
Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.															
b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.															
c. Develop, test, and refine prototypes as part of a cyclical design process															
<b>d.</b> Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with openended problems.															
<b>5. Computational Thinker:</b> Students develop and employ strategies solutions. Students:	for und	erstandir	ng and s	olving pr	oblems	in ways	that leve	erage the	power	of techn	ological	method	s to dev	elop and	test
<ul> <li>a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions</li> </ul>															
b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making									•						
c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving															
<b>d.</b> Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.															

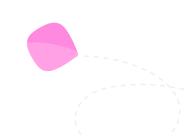
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<b>6. Creative Communicator:</b> Students communicate clearly and expreappropriate to their goals. Students:	ess then	nselves o	creativel	y for a va	ariety of	purpose	s using	the platfo	orms, to	ols, style	s, forma	ts, and c	ligital m	edia	
a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	•**			•	•		•	•	•		•				
<b>b.</b> Create original works or responsibly repurpose or remix digital resources into new creations.	•**	•					•	•	•						
<b>c.</b> Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.									•						
<b>d.</b> Publish or present content that customizes the message and medium for their intended audiences.			•**			•			•						
<b>7. Global Collaborator:</b> Students use digital tools to broaden their pe Students:	rspectiv	es and e	enrich th	eir learn	ing by c	ollaborat	ting with	others a	and work	king effe	ctively ir	i teams l	ocally a	nd global	lly.
a. 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.				•**											
<b>b.</b> Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.				•**											
<b>c.</b> Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.															
<b>d.</b> Explore local and global issues and use collaborative technologies to work with others to investigate solutions.						•									



<sup>\*</sup> Standard aligned in grade 5 material



<sup>\*\*</sup> Standard aligned using offline materials

<sup>&</sup>lt;sup>+</sup> Spring 2025