

Digital Citizenship Curriculum Map

COMMUNICATION					
QEP	Students begin to understand the different ways we communicate (e.g., body language, speaking, reading, writing, singing, acting, using different technologies) and that they are communicating with "actual" people.	Students understand the different ways we communicate (e.g., body language, speaking, reading, writing, singing, acting, using different technologies) and that you have to act appropriately given your audience.	Students understand the different forms of digital communication and how their actions affect their relationships with others.	Students understand the different forms of digital communication and how their actions affect their relationships with others.	Students understand the different forms of digital communication and how their actions affect their relationships with others.
Topic	K - Cycle 1	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2
Communication	1A. Students are introduced to the basic functions of digital communication. [This includes accessing experts, and sharing learning using services such as videoconferencing, blogging & micro blogging managed by the teacher.]	1A. Students begin to use the different forms of digital communication and understand how to utilise each one to enhance their learning with guidance from the teacher.	1A. Students continue to use the different forms of digital communication and apply each one to enhance their learning with guidance. 1B. Students receive feedback on their work and act on this feedback in an appropriate manner, (review/edit).	1A. Students continue to use the different forms of digital communication to enhance and develop their learning. 1B. Students receive feedback on their work and act on this feedback in an appropriate manner (review/ edit/ publish).	1A. Students continue to use the different forms of digital communication to enhance and further develop their learning. 1B. Students receive feedback on their work and act on this feedback in an appropriate manner (review/ edit/ publish).
Email	We do not recommend the use of email in Kindergarten. Whilst we do not recommend the use of email by students in Cycle 1 we suggest that this topic is discussed.	2A. Students compose simple emails including a subject. 2B. Students understand email is a form of letter writing and begin to identify differences between effective and ineffective email communication.	2A. Students compose more complex emails including attachments and photos. They are introduced to the various options in an email ("Reply", "Reply All", "CC", "BCC" etc.). 2B. Students communicate effectively by email and understand that facial and vocal cues are absent.	2A. Students compose more complex emails including attachments and photos. They use the various options in an email ("Reply", "Reply All", "CC", "BCC" etc.) correctly. 2B. Students communicate effectively by email and understand that the recipient of the email will dictate what	2A. Students compose more complex emails including attachments and photos. They use the various options in an email ("Reply", "Reply All", "CC", "BCC" etc.) correctly. 2B. Students communicate effectively by email and understand that the recipient of the email will dictate what

			<p>2C. Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)</p> <p>2D. Students include a closing appropriate to the message.</p>	<p>type of email is appropriate (ex. sending an email to a friend is different from sending an email to an adult).</p> <p>2C. Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.</p> <p>2D. Students include a closing appropriate to the message.</p>	<p>type of email is appropriate (ex. sending an email to a friend is different than sending an email to an adult).</p> <p>2C. Students edit emails before sending them (ex. ensure that full words are used, punctuation is appropriate etc.)</p>
Texting	<p>3A. Whilst we recommend the discussion of this topic we do not advocate the use of texting at this age.</p>	<p>3A. Whilst we recommend the discussion of this topic we do not advocate the use of texting at this age.</p>	<p>3A. Students are introduced to messaging (ex. text, instant, online messaging). They understand that it is a form of communication and that the recipient of the message will dictate what type of message is appropriate (ex. sending a text to a friend is different from sending a text to an adult).</p> <p>3B. Students understand that what they write once sent cannot be unsent.</p>	<p>3A. Students compose messages and understand that the recipient of the message will dictate what type of message is appropriate (ex. sending a text to a friend is different from sending a text to an adult).</p> <p>3B. Students understand that what they write once sent cannot be unsent.</p>	<p>3A. Students compose text messages and understand that the recipient of the message will dictate what type of message is appropriate (ex. sending a text to a friend is different than sending a text to an adult).</p> <p>3B. Students understand that what they write, once sent, cannot be unsent.</p>
Recognizing Commercial Intentions	<p>4A. Students are introduced to pop-ups. They learn that they should ignore them and tell a safe adult.</p> <p>4B. Students are introduced to the concept that the purpose of online advertising is to make visitors want to buy products.</p>	<p>4A. Students ignore pop-ups and tell a safe adult.</p> <p>4B. Students understand that the purpose of online advertising is to make visitors want to buy products.</p> <p>4C. Students examine media texts provided by the teacher and evaluate whether the</p>	<p>4A. Students ignore pop-ups and tell a safe adult.</p> <p>4B. Students understand that the purpose of online advertising is to make visitors want to buy products.</p> <p>4C. Students identify different kinds of advertisements on websites.</p>	<p>4A. Students recognize more subtle forms of advertisements.</p>	<p>4A. Students recognize more subtle forms of advertisements.</p>

		message has commercial intentions.			
Social Media	5A. Students are introduced to the concept of social media (eg. What did we learn today that we want to share?). They are introduced to the concept that the text or visual media needs to be appropriate to the medium. The posts are managed and published by the teacher.	5A. Students begin to create texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are managed and published by the teacher.	5A. Students are regularly creating texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are managed and published by the teacher.	5A. Students are regularly creating texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are reviewed by the teacher.	5A. Students are regularly creating texts or visual media to be shared on social media. The text needs to be appropriate to the medium. The posts are reviewed by the teacher.



AWARENESS

QEP	Students begin to become aware of their responsibilities when using technology.	Students understand that they have responsibilities and protocols to follow when using technology.	Students understand that the decisions they make when using technology have an impact on themselves and others.	Students have a deeper understanding of the importance of being good digital citizens.	Students have a clear understanding of the importance of being safe, ethical and responsible users of technology.
Topic	K - Cycle 1	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2
Etiquette	<p>6A. Students begin to be aware of others when using technology (example: volume of voice, volume of device, volume of apps).</p> <p>6B. Students know the do's and don'ts of good manners and that they can be extended to using technology and the internet.</p>	<p>6A. Students understand that they need to ask permission to take and post photos of others and state the intended purpose for the videos/photos</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p>	<p>6A. Students understand the implications when taking digital videos/photos.</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> <p>6C. Students need to ask for permission and state the intended purpose for the videos/photos.</p>	<p>6A. Students understand the implications when taking digital videos/photos. They understand the purpose of a photo release.</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> <p>6C. Students ask for permission and state the intended purpose for the videos/photos.</p> <p>6D. Students are introduced to Canadian laws regarding videotaping and photo taking.</p>	<p>6A. Students understand the implications when taking digital videos/photos. Students need to ask for permission as well and state the intended purpose for the videos/photos.</p> <p>6B. Students demonstrate the appropriate manners with regards to using digital technology.</p> <p>6C. Students ask for permission and state the intended purpose for the videos/photos.</p> <p>6D. Students are adhere to Canadian laws regarding videotaping and photo taking.</p>



<p align="center">Rights & Responsibilities</p>	<p>7A. Students are introduced to the appropriate use of devices and technology. (e.g. don't colour with a Sharpie, don't place the device near liquids, keeping devices dry).</p>	<p>7A. Students are introduced to the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that the use of technology has certain responsibilities (e.g. not posting defamatory material online) and they should be good digital citizens.</p>	<p>7A. Students understand the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that good digital citizens are responsible and respectful in the digital world (and beyond).</p>	<p>7A. Students understand the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that they have to navigate the digital world responsibly and respectfully.</p>	<p>7A. Students understand the LBPSB Charter of Rights and Responsibilities.</p> <p>7B. Students understand that they have to navigate the digital world responsibly and respectfully.</p>
<p align="center">Cyberbullying</p>	<p>8A. Students are introduced to the concept of cyberbullying. Students understand that to hurt someone's feelings online is not acceptable.</p>	<p>8A. Students understand the consequences of cyberbullying and what to do when they encounter a cyberbullying situation.</p> <p>8B. Students learn that they should not enable the bully by being a bystander.</p>	<p>8A. Students are introduced to the notion that there are legal consequences to cyberbullying.</p> <p>8B. Students understand that if they post video or other social media forms for the purpose of bullying they are breaking the law.</p> <p>8C. Students understand that they may be victims of cyberbullying through different forms of digital communication and learn how to handle those situations.</p>	<p>8A. Students understand the legal implications of cyberbullying.</p> <p>8B. Students understand that if they post video or other social media forms for the purpose of bullying they are breaking the law.</p> <p>8C. Students are made aware of the many resources and services that are available to them for support.</p> <p>8D. Students evaluate issues relating to sexting, bullycide, & homophobia</p>	<p>8A. Students understand the legal implications of cyberbullying and students examine the charter of rights and freedoms (criminal and civil law).</p> <p>8B. Students understand that if they post video or other social media forms for the purpose of bullying they are breaking the law.</p> <p>8C. Students are made aware of the many resources and services that are available to them for support.</p> <p>8D. Students evaluate issues relating to sexting, bullycide, & homophobia</p>

INFORMATION LITERACY

	Students begin to use the internet to gain information.	Students use a variety of strategies to gain information and to organize their learning.	Students' ability to gather information becomes more discriminate and more effective.	Students' ability to gather information continues to become more discriminate and more effective.	Students' ability to gather information continues to become more discriminate and more effective. Students consistently use a range of tools and strategies.
Topic	K - Cycle 1	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2
Searching strategies	We recommend that the teacher provides websites to the students in this cycle and/or directs their searches.	<p>9A. Students are introduced to online directories and search engines.</p> <p>9B. Students are introduced to the concept that different search sites offer different features and ways of searching.</p> <p>9C. Students begin to learn strategies for locating information. Students are introduced to the concept of keywords.</p>	<p>9A. Students understand that sources can give a basic summary of topics and how they can use their first sources to find even more information.</p> <p>9B. Students begin using the advanced search functions in search engines.</p> <p>9C. Students continue to develop search strategies and identifying keywords.</p>	<p>9A. Students are introduced to the differences between search engines, directories, and databases.</p> <p>9B. Students use the advanced search functions in search engines.</p> <p>9C. They become familiar with Boolean operators and continue working on identifying good keywords.</p>	<p>9A. Students understand the differences between search engines, directories, and databases .</p> <p>9B. Students apply a variety of strategies for locating information using search engines, directory sites and online databases.</p> <p>9C. Students become familiar with advanced Boolean operators and continue working on identifying good keywords.</p>
Evaluating Websites	10A. Students become aware that they cannot believe everything that they see and read.	<p>10A. Students discuss the components that make a 'good' website.</p> <p>10B. Students explore, evaluate and compare websites suggested by the teacher.</p> <p>10C. Students become aware that information on similar sites may vary.</p>	<p>10A. Students begin to understand how to evaluate a website to determine if it is reliable.</p> <p>10B. Students are able to begin to make critical judgments about the sites they are using.</p> <p>10C. Students use multiple appropriate search engines when researching.</p>	<p>10A. Students evaluate websites to determine if they are reliable.</p> <p>10B. Students can distinguish if the information is accurate/reliable on various websites.</p> <p>10C. Students use multiple appropriate search engines when researching.</p> <p>10D. Students distinguish the difference between domain names.</p>	<p>10A. Students distinguish whether or not information on various websites is reliable.</p> <p>10B. Students identify relevant websites, by looking at the authority, currency, accuracy, scope, purpose, objectivity and intended audience of a site.</p> <p>10C. Students select the type of sources that are most appropriate for the topic.</p>



<p>Organising information</p>	<p>11A. Students learn that saving work and resources for future use is important.</p>	<p>11A. Students learn how to save their work and resources for future use.</p>	<p>11A. Students are introduced to online bookmarking. Students learn how to name files clearly and consistently so that they or others, can retrieve them easily, (naming conventions).</p> <p>11B. Students are introduced to how they can share their bookmarks using social bookmarking websites and by using lists created by their teachers.</p> <p>11C. Students are introduced to online highlighting and note-taking tools.</p>	<p>11A. Students continue to explore the use of social bookmarking and online tools for organizing and note taking.</p> <p>11B. Students share their bookmarks using social bookmarking websites.</p> <p>11C. Students use the online tools they have explored for note taking and organising information.</p>	<p>11A. Students keep track of all their online sources.</p> <p>11B. Students work collaboratively online by sharing resources through social bookmarking.</p> <p>11C. Students use online tools for note taking and organising information.</p>
<p>Copyright and Downloading</p>	<p>12A. Students are introduced to appropriate websites for images.</p> <p>12B. Students are introduced to the concept that someone created the things that are available on the internet.</p>	<p>12A. Students credit the source of their images that they are using in their work.</p> <p>12B. Students understand a simplified explanation of what intellectual property is.</p> <p>12C. Students understand the concept of downloading and pirating.</p>	<p>12A. Students understand the definition of plagiarism.</p> <p>12B. Students understand the implications of plagiarism and how to avoid plagiarising (e.g. by using Creative Commons).</p> <p>12C. Students learn how to use other people's work appropriately and are introduced to how to write a simple citation.</p> <p>12D. Students begin to understand ethical and legal implications of stealing intellectual property.</p>	<p>12A. Students are introduced to the issues of copyright.</p> <p>12B. Students regularly use copyright-friendly resources (e.g. creative commons).</p> <p>12C. Students are introduced to standardised referencing formats, (APA, MLA, etc.) and tools that help with referencing.</p> <p>12D. Students understand ethical and legal implications of stealing intellectual property.</p>	<p>12A. Students understand how copyright applies in different situations.</p> <p>12B. Students understand and are able to apply copyright-friendly licensing standards (e.g. Creative Commons)</p> <p>12C. Students cite their sources using a standardised referencing format (APA, MLA, etc).</p> <p>12D. Students understand and avoid the ethical and legal implications of stealing intellectual property.</p>



<p style="text-align: center;">Buying and selling goods online</p>	<p>13A. Students are introduced to the concept of buying and selling online. Students understand that they must ask permission before they click to purchase something (e.g. apps on devices, 'power-ups' for games).</p>	<p>13A. Students are re-introduced to the concept of buying goods online, focusing on appropriate purchases for this age (e.g. books, MP3, apps, movies).</p> <p>13B. Students are aware that there could be serious consequences to the exchange of money online.</p>	<p>13A. Students understand the pros and cons of buying and selling of online goods.</p> <p>13B. Students know how to be critical consumers (e.g. cost of mobile contracts and internet).</p>	<p>13A. Students understand the pros and cons of buying and selling of online goods.</p> <p>13B. Students know how to be critical consumers (e.g. cost of mobile contracts and internet).</p> <p>13C. Students begin to read the terms and conditions associated with websites for buying and selling goods online.</p> <p>13D. Students know how to stay 'safe' while shopping online (e.g. avoiding scams).</p>	<p>13A. Students understand how they can buy and sell online goods and services.</p> <p>13B. Students are critical of the websites that are available for e-commerce, (e.g. Ebay, Amazon, Craigslist, Facebook Marketplace).</p> <p>13C. Students read and understand the terms and conditions associated with websites for buying and selling goods online.</p> <p>13D. Students can identify and avoid scams online.</p>
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SAFETY AND HEALTH

Topic	K - Cycle 1	Cycle 2	Cycle 3	Secondary Cycle 1	Secondary Cycle 2
	Students begin to understand the importance of online safety.	Students have a clear understanding of the rules of online safety.	Students take responsibility for the creation and safety of their passwords and personal information.	Students begin to understand the dangers of online behaviours of a sexual nature.	Students clearly understand the dangers of online behaviours of a sexual nature.
Online Security/Safety	<p>14A. Students should be introduced to the idea that they should only be using the internet with the supervision of an adult.</p> <p>14B. Students begin to understand that they should not share their passwords.</p>	<p>14A. Students are introduced to the fact that they should not be answering questions or giving out personal information online.</p> <p>14B. Students understand that they do not share their passwords. Students understand how passwords are used and begin to learn how to manage their passwords.</p> <p>14C. Students understand that their personal information can be easily copied and used by identity others if not protected properly.</p> <p>14D. Students are introduced to what spam is and what forms it takes.</p>	<p>14A. Students understand how to protect their identity and digital Legacy online.</p> <p>14B. Students begin to identify strategies for creating and protecting secure passwords and they create their own passwords.</p> <p>14C. Students understand that their personal information can be easily copied and used by identity others if not protected properly.</p> <p>14D. Students begin to understand that they should not be answering questions or giving out personal information online.</p>	<p>14A. Students begin to understand the dangers of inappropriate online behaviour and their digital Legacy.</p> <p>14B. Students understand the importance of using and creating complex passwords and protecting their personal information. They manage their passwords.</p> <p>14C. Students understand that only some types of information are safe to share online.</p> <p>14D. Students understand how they can identify and avoid unwanted online contact. Students begin to understand how to read and use online privacy terms.</p>	<p>14A. Students value their digital Legacy and protect it, through appropriate behaviour and take steps to secure their online accounts.</p> <p>14B. Students secure their online accounts using regularly changed secure passwords.</p> <p>14C. They set appropriate privacy settings.</p> <p>14D. Students read and use privacy terms and read agreements online.</p> <p>14E. Students understand how and why visitors collect information to their websites</p>

<p>Privacy and Digital Legacy</p>	<p>15A. Students are introduced to the concept of privacy.</p> <p>15C. Students are introduced to the idea of a digital portfolio, and they begin to add their work to their portfolio.</p>	<p>15A. Students begin to understand the concept of privacy and what they should and should not be sharing when they are using digital technology.</p> <p>15B. Students understand the concept of developing a "Digital Legacy".</p> <p>15C. Students begin to add their work to their portfolio.</p>	<p>15A. Students understand the concept of privacy and what they should and should not be sharing.</p> <p>15B. Students begin to understand the long term implications of having "Digital Legacys."</p> <p>15C. Students regularly curate their digital portfolio.</p>	<p>15A. Students learn that their "Digital Legacy" information can be searched, copied and passed onto a larger audience.</p> <p>15B. Students understand the long term implications of having a "Digital Legacy."</p> <p>15C. Students curate their digital portfolio on a regular basis.</p>	<p>15A. Students learn how their "Digital Legacy" can affect their future opportunities in the workplace and education.</p> <p>15B. Students explore how they can control their "Digital Legacy" and they learn how to repair their 'reputation'.</p> <p>15C. Students ensure that they have a digital portfolio that fully reflects their abilities.</p>
<p>Pornography/ Violence</p>	<p>16A. Students understand that they should close content that makes them uncomfortable and tell a safe adult.</p>	<p>16A. Students understand that they should close content that makes them uncomfortable and tell a safe adult.</p>	<p>16A. Students begin to understand the concept of sexting and discuss legal and ethical implications.</p> <p>16B. Students discuss what is appropriate and inappropriate content to view online.</p>	<p>16A. Students understand the concept of sexting and discuss legal and ethical implications.</p> <p>16B. Students discuss what is appropriate and inappropriate content to view online.</p>	<p>16A. Students understand the social implications and connection to the potential of abuse when dealing with pornography (eg. human trafficking and prostitution) and violent content.</p> <p>16B. Students are reminded of the legal and ethical implications of online actions.</p>
<p>Digital Health and Wellness</p>	<p>17A. Students begin to understand that spending too much time using a digital device is not healthy.</p> <p>17B. Students learn that they need to protect their eyes and ears by adjusting the volume and not sitting for long periods of time in front of a device.</p> <p>17C. Students learn when it is and is not appropriate to use technology (e.g. at a family meal).</p>	<p>17A. Students understand that "tech breaks" are necessary for their health.</p> <p>17B. Students identify ways of protecting their hearing and sight while using different devices.</p> <p>17C. Students begin to use technology at appropriate times with reminders (e.g. use in class).</p>	<p>17C. Students understand the 24/7 nature of digital devices and are able to record, compare and access the time spent using different forms of digital media/activities and they understand the positive and negative aspects.</p> <p>17B. Students identify the downside of too much technology use.</p> <p>17C. Students appropriately use technology.</p>	<p>17A. Students begin to understand that they need to lead a balanced lifestyle when it comes to digital technology (addiction, having an active lifestyle).</p> <p>17B. Students understand the ergonomics involved when using digital technology.</p> <p>17D. Students understand the dangers of online gambling and of playing 'games' online.</p>	<p>17A. Students understand appropriate use of technology in the workplace.</p> <p>17B. Students safely use technology at all times (e.g. avoiding texting whilst driving).</p> <p>17C. Students understand that they need to lead a balanced lifestyle when it comes to digital technology (addiction, having an active lifestyle).</p>

					17D. Students understand the dangers of online gambling and of playing 'games' online.
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