ECC/Junior School Digital Citizenship Curriculum Plan

Digital Citizenship Definition:

As Digital Citizens at the International School of Hamburg: We are Safe, Kind, Respectful, and Responsible, online.

This means:

- We are respectful and kind communicators.
- We act responsibly and safely with each others' work and personal data, as well as with our own.
- We consider each others' motivation and welfare in what we share or protect.
- We reflect on our choices, actions and words online.
- We recognise our responsibility to learn the functions of the tools we use and why we use them.
- We take ownership of our understanding of the tools and our conduct with them online, and accept the gravity of using tools that can bring joy or harm to others.
- We practice and improve our collaboration skills, both with the tools we select, and with the care we take to develop each others' learning.
- We explain the reasoning behind our choices as we create, share, and socialize through technology, as well as our thoughts and expressions, while thinking critically about how our messages influence us, other people, and the world around us, both now and in the future.
- We critically evaluate the sources, services, and tools we build our learning and work upon.
- We are aware of the changing role of technologies and profit-driven services in our lives and the influence they can have on our media literacy, opinions and well-being.
- We slow down, pause, and think before taking action online.
- We follow the Responsible Use Policy, the JS Digital Curriculum, of the IB Learner Profiles, as well as the guidelines of the IB Approaches to Learning and use the ISTE Standards to steer our policies and curricula.
- We celebrate and utilise our understanding and our own connections to the lands, languages, histories, and peoples of the world, and work with all, to practice and promote environmental and global sustainability.
- We use technology to assert, maintain, and share our global connections and take pride that we can be global digital citizens.

Framework:

Essential Question *What holds this framework together?* ● 1 ● Debatable ● Engaging	How can we ensure that we are safe, kind, respectful, and responsible online?
Alignment of ISTE Teacher Standards	Standard 3: Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators: ● 3a: Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. ● 3b: Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. ● 3c: Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. ● 3d: Model and promote management of personal data and digital identity and protect student data privacy.
Alignment of ISTE Student Standards	Standard 2: Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

	Students: • 2a: Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. • 2b: Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. • 2c: Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. • 2d: Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
Differentiation for EAL Students	The following differentiation techniques will be employed to make sure the digital citizenship curriculum is accessible to EAL students: • EAL grade level teachers will be invited to planning sessions with grade level teachers to provide input on EAL support during the lessons: ○ E.g. vocabulary, accessibility within the lesson, suggestions for small group support within their EAL group. • Adapting student-facing lesson materials used in the classrooms during the lessons. • EAL grade level teachers will be present in the classroom whenever possible to support the EAL students during the lesson. • EAL teachers will support the vocabulary acquisition with reference to the digital citizenship lessons in conversation and in the digital citizenship lesson time with students.
Accommodations for SSST Students	The following accommodations will be employed to make sure the digital citizenship curriculum is accessible to EAL students: • SSST grade level teachers will be invited to planning sessions with grade level teachers to provide

	input on SSST support during the lessons:
	○ E.g. Techniques the delivery teacher can take to best support the student(s), suggestions for lesson materials that would benefit their student(s), planning modifications or accommodations that enhance their students' engagement in the lesson, speak to the ways that there are opportunities within the planned lesson to work toward goals within the students' ILPs, input on lesson delivery that could benefit all students. ● Adapting student-facing lesson materials used in the classrooms during the lessons. ○ E.g. Indicating to the delivery teacher that materials need to be on a device (like an iPad or computer) to support the students' needed accommodations, preparing a modification like a vocabulary list or a word bank or sentence prompt for lesson materials to support the student's ability to access the lesson content. ● SSST grade level teachers will be present in the classroom whenever possible to support the SSST students during the lesson. ● When working with students one-on-one with digital tools, SSST teachers will reinforce the concepts taught in the digital citizenship curriculum where they deem them relevant. ○ E.g. When working within apps, with Google and Apple accessibility tools, or with assistive technology.
Interdisciplinary Connections	**Library** ● Through collaborative planning, the librarians and IT Coach have planned their curriculums to run in parallel through Grades 1-5 to prepare students to be media literate and have the necessary research skills to be successful in the Secondary School. ● The librarians and the IT Coach will work closely together to deliver lessons, including co-teaching lessons in: ○ Database searching ○ Navigating online search tools ○ News and Media Literacy ○ Plagiarism

- ○ Research Skills
- ● Concepts Addressed:
  - ○ Using and Sharing Information
  - ○ Intellectual Property
  - ○ News and Media Literacy
  - ○ Research Skills

Music (G1 - G5)
- ● When working with students in relevant areas, the Music teacher(s) will introduce students to concepts closely linked to digital citizenship.
- ● Concepts Addressed:
  - ○ Copyright
  - ○ Creative Commons
  - ○ Intellectual Property/Original Thought
  - ○ Parody
  - ○ Reuse and Repurpose of Music

German (G1 - G5)
- ● When working with students with digital tools, German teachers will reinforce the concepts taught in the digital citizenship curriculum where they deem them relevant.
- ● Possible Concepts Addressed:
  - ○ Data Protection
  - ○ Citizenship vs. Digital Citizenship
  - ○ Internet Safety
  - ○ Positivity Online
  - ○ News and Media Literacy

Social-Emotional Learning/Counseling (P3 - G5)

	● As they closely overlap in the digital age, the counselors will reinforce the concepts in the digital citizenship curriculum where they deem relevant.
	 ● Possible Concepts Addressed:
	   ○ Responsible Use
	   ○ Media Balance
	   ○ Digital Identity
	   ○ Positivity Online
	   ○ Online Community
	   ○ Using and Sharing Information
	   ○ Growing Up Online

Essential Ideas:

Concept *Influenced by:* ISH Digital Citizenship Definition ISTE Standards Common Sense Media Curriculum IPC Framework of Units	Enduring Understandings *What learning will students take from this curriculum?* ● 3-5 ● Life-long ● Authentic	Guiding Questions *How will you support the Essential Question?* ● 2-5 ● Support the concepts taught ● Answerable through the students' takeaways from the lessons
Responsible Use	● Internalize digital etiquette for online and software tools as well as the proper treatment of the hardware. ● Articulate their basic digital rights as digital citizens. ● Distinguishing between responsible and irresponsible use of words, actions and sharing	● What are the tools we use while online? How do we know they are safe and secure? ● What are the accepted rules for the digital tools we use? ● How do we treat the devices we use? ● What does it mean to be responsible while online?

	online.	● What are my rights when I am using a digital tool?
Media Balance	● Learn how to make good choices online. ● Be aware of their technology usage and think mindfully about how they use it to their benefit or detriment. ● Assess value-added vs low quality technology use within their lives and then take action to benefit their well-being.	● How much do I use technology? ● How do I feel when I use technology? ● What is media? ● How can we live balanced lives with technology? ● How does technology help or hurt us?
Digital Identity	● Reflect on personal vs public information to share online. ● Understand the concept of a digital footprint and how theirs is forming at present. ● Begin to define themselves as people online and determine what they wish to project to the online community. ● Know that images online can be fake and edited, and do not reflect real life.	● What information should I share online? Does it change based on the person or scenario? ● What is a digital footprint and how does it affect me? ● Who do I want to be when I am online? ● How does what we share online showcase only what we want people to see?
Data Protection	● Understand the basic concepts of digital security.. ● Begin to make decisions about how much of their data they would like to share online. ● Determine the best privacy settings (with the help of adults in their lives) to protect themselves and their data. ● Recognise that their data is used by companies	● Why is digital security important? ●

	and advertisers and how to best protect their data. ● Take steps to safeguard their information online at school and at home with their families.	
Positivity Online	● Understand that their actions online have consequences. ● Understand what online meanness can look like and how it can make people feel. ● Identify and discuss the benefits and risks of online-only friendships. ● Determine how to respond to an online-only friend if the friend asks something that makes them uncomfortable.	● How does mean behavior make people feel in-person and online? Are they different? ● How can we be sure to be kind and polite in our interactions with other people online? ● What are the benefits and the risks to online friendships?
Online Community	● Compare and contrast how they are connected to different people and places, in person and on the internet. ● Demonstrate an understanding of how people can connect on the internet. ● Recognise potentially harmful situations online, and know how to report them. ● Recognise similarities and differences between in-person bullying, cyberbullying, and being mean. ● Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.	● How can we be safe while online? ●

Using and Sharing Information	- Understand the importance of safely protecting your information and the information of other people. - Internalise that a seemingly harmless post today could be misunderstood tomorrow. - Understand the risks taken with your digital footprint if digital mistakes are made and/or shared. - Respect the boundaries of other people when sharing information. - Determine with whom we share information online and why.	●
Intellectual Property	- Begin to understand copyright and how it relates to the items that people create and share online. - Assess situations to determine if sharing copyrighted work is appropriate. - Determine if the ways you wish to use someone else's intellectual property are allowed.	●
News and Media Literacy	- Know where to get responsible and accurate sources of information online. - Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements. - Understand that what people tell you online isn't necessarily true. - Learn how scams work, why they're a threat, and	●

	how to avoid them. ● Determine the validity of information and messages online and be wary of manipulation, unsubstantiated claims, fake offers or prizes and other online scams.	

Research Skills	● Gain digital literacy:
	  ○ knowing how to find,
	  ○ evaluate credibility,
	  ○ and cite digital materials
	● Understand how to identify plagiarism.
	● Determine which ways you will utilise when writing to avoid plagiarism, whether accidental or on purpose.
		●

Growing Up Online	● Know about their digital footprint and how it does not go away. ● Identify healthy ways to explore and express your identity online. ● Determine if you wish to share your beliefs, opinions, and political stances online. ● Understand how to advocate for digital access, for yourself, for your community and for underserved communities around the world. ● (G5 Only) When making purchases online, they will understand their role as consumers and how to be safe in a digital economy	●