



Dublin City Schools
Becoming a Digital Citizen – Grade 6
Graded Course of Study
2026

Dublin City Schools
Middle School Electives Graded Course of Study

BECOMING A DIGITAL CITIZEN – GRADE 6

Course Goals

Students will focus on essential skills for navigating our modern digital world safely, responsibly, and effectively. They will learn that being a good digital citizen means understanding the impact of their online actions and developing the skills to protect themselves and respect others. The curriculum is built on four key topics: digital citizenship, online safety, critical media consumption, and foundational AI literacy.

The standards addressed in this course are from the Ohio Learning Standards for English Language Arts and the Ohio Learning Standards for Technology.

Digital Citizenship–Building a Positive Digital Identity		
Digital Identity and Online Behaviors Students will cultivate a positive and productive digital footprint by mastering online networking skills, managing their personal identities, and navigating the legal nuances of intellectual property and copyright to ensure responsible and ethical online behavior.		
Strand	Topic	Standard
Digital Citizen	Digital Footprint & Managing Identity	TECH.6–8.DC.2.a: Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.
Creative Communicator	Intellectual Property vs. Copyright	TECH.6–8.CC.6.b: Students create original works or responsibly repurpose other digital resources into new creative works.
Global Collaborator	Productive and	TECH.6–8.GC.7.a: Students use digital tools to interact with others to develop a

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	Positive Online Behaviors	richer understanding of different perspectives and cultures.
Empowered Learner	Online Networking Skills	TECH.6-8.EL.1.b: Students identify and develop online networks within school policy and customize their learning environments in ways that support their learning, in collaboration with an educator.

Critical Media Consumption		
Truth, Bias, and Information Literacy Students will develop the critical thinking skills necessary to navigate a complex media landscape by evaluating source credibility, identifying various forms of media bias, and implementing essential online safety protocols to protect their digital well-being.		
Strand	Topic	Standard
Knowledge Constructor	Evaluating Sources	TECH.6-8.KC.3.b Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance.
Empowered Learner	Credibility	TECH.6-8.EL.1.d Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
Speaking & Listening	Media Bias	ELA.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Knowledge Constructor		TECH.6-8.KC.3.c Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.

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Online Safety & Security		
Privacy, Security, and Scam Awareness Students will master the essentials of digital stewardship by practicing responsible device care and data privacy, while developing the critical thinking skills needed for media production and the emotional intelligence to navigate cyberbullying and maintain a healthy digital balance.		
Strand	Topic	Standard
Digital Citizen	Device Care	TECH.6-8.DC.2.b: Students demonstrate and advocate for positive, safe, legal, and ethical habits when using technology and when interacting with others online. TECH.6-8.EL.1.d. Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
	Digital Balance	Recognize the impact social media plays on mental health. Students participate in a healthy variety of online activities and know how to prioritize their time between virtual and physical activities.
	Data Privacy	TECH.6-8.DC.2.d. Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, and computer viruses; they also understand the limitations of data management and how data-collection technologies work.
	Cyberbullying	TECH.6-8.DC.2.b. Students demonstrate and advocate for positive, safe, legal, and ethical habits when using technology and when interacting with others online. TECH.6-8.DC.2.a. Students manage their digital identities and reputations within

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		school policy, including demonstrating an understanding of how digital actions are never fully erasable.
	Media Production	TECH.6–8.DC.2.c. Students demonstrate and advocate for an understanding of intellectual property with both print and digital media – including copyright, permission, and fair use – by creating a variety of media products that include appropriate citation and attribution elements.
Creative Communicator		TECH.6–8.CC.6.b. Students create original works or responsibly repurpose other digital resources into new creative works.

Foundational AI Literacy		
Understanding and Navigating Artificial Intelligence Students will explore the core mechanics of artificial intelligence by distinguishing algorithmic thinking from data analysis, comparing traditional search methods with generative prompting, and evaluating the ethical implications of bias and data patterns in automated problem-solving.		
Strand	Topic	Standard
Empowered Learner	What is AI?	TECH.6–8.EL.1.d: Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.
Digital Citizen	Ethical AI Usage	TECH.6–8.DC.2.b. Students demonstrate and advocate for positive, safe, legal, and ethical habits when using technology and when interacting with others online. TECH.6–8.DC.2.d: Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such

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		as encryption, HTTPS, password, cookies, and computer viruses; they also understand the limitations of data management and how data-collection technologies work.
Knowledge Constructor	Effective Research and Prompting	TECH.6-8.KC.3.a. Students demonstrate and practice the ability to effectively use research strategies to locate appropriate digital resources in support of their learning.
Innovative Designer		TECH.6-8.ID.4.b Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and weigh risks.
Computational Thinker	Algorithmic Thinking vs. Data Analysis	TECH.6-8.CT.5.a. Students practice defining problems to solve by computing for data analysis, modeling, or algorithmic thinking. TECH.6-8.CT.5.d: Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.
Knowledge Constructor	Understanding AI Bias	TECH.6-8.KC.3.b: Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance
Computational Thinker	Using Data for Patterns	TECH.6-8.CT.5.a: Students practice defining problems to solve by computing for data analysis, modeling, or algorithmic thinking. TECH.6-8.CT.5.b: Students find or organize data and use technology to analyze and represent it to solve problems and make decisions. TECH.6-8.CT.5.c: Students break problems into component parts, identify key pieces, and use that information to problem-solve. TECH.6-8.CT.5.d: Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.