# Fourth Grade Digital Citizenship

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| **Curriculum/Content Area:** Digital Citizenship | **Course Length:** Academic Year |
| **Course Title:** Digital Citizenship | **Date last reviewed:** 2025 |
| **Prerequisites:** N/A | **Board approval date:** 8/11/2020 |
| **Primary Resource:** Common Sense Media | |

## Desired Results

**Course description and purpose:** Digital citizenship lesson plans are designed to address timely topics and prepare students to take ownership of their digital lives.

| **Enduring Understanding**: | **Essential Questions**:<br>*big picture questions, aligned with enduring understandings* |
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| 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. | MEDIA BALANCE & WELL-BEING: What makes a healthy media choice? |
| | PRIVACY & SECURITY: What information about you is OK to share online? |
| | DIGITAL FOOTPRINT & IDENTITY: How does our online activity affect the digital footprints of ourselves and others? |
| | RELATIONSHIPS & COMMUNICATION: How can I be positive and have fun while playing online games, and help others do the same? |
| | CYBERBULLYING, DRAMA, & HATE SPEECH: How can we be upstanders when we see cyberbullying? |
| | NEWS & MEDIA LITERACY: What rights and responsibilities do you have as a creator? |

## *FOURTH GRADE*

| **My Media Choices** | |
|---|---|
| **Essential Question:**<br>1. What makes a healthy media choice? | |
| **STANDARDS** | |
| **ISTE**<br>1d,2b,4b,4c,6a,6b,6c,6d,7b | **CASEL**<br>1a,1b,4a,4b,4c,4d,5e,5f |

**Learning Targets**

Students will be able to...

- Learn the "What? When? How Much?" framework for describing their media choices.
- Use this framework and their emotional responses to evaluate how healthy different types of media choices are.
- Begin to develop their own definition of a healthy media balance.

**Resource**

- Common Sense Media

**Lesson**

My Media Choices

**Lesson Overview**

We all make choices every day about the media we consume and create. But do kids understand what makes a media choice healthy or not? Hint: It's about more than just screen time. Use the activities in this lesson to give kids a framework for making informed media choices.

**Resource Links**

My Media Choices

**Private and Personal Information**

**Essential Question:**

1. What information about you is OK to share online?

**STANDARDS**

| **ISTE** | **CASEL** |
|---|---|
| 1d,2b,2d,3d,7b | 1a,4a,4b,4c,4d,5e,5f |

**Learning Targets**

Students will be able to...

- Identify the reasons why people share information about themselves online.
- Explain the difference between private and personal information.
- Explain why it is risky to share private information online.

**Resource**

- Common Sense Media

**Lesson**

Private and Personal Information

| Lesson Overview |
| --- |
| It's in our students' nature to share and connect with others. But sharing online comes with some risks. How can we help kids build strong, positive, and safe relationships online? Help your students learn the difference between what's personal and what's best left private. |
| **Resource Links** |
| Private and Personal Information |

| Our Online Tracks | |
| --- | --- |
| **Essential Question:**<br>1. How does our online activity affect the digital footprints of ourselves and others? | |
| **STANDARDS** | |
| **ISTE**<br>1d,2a,2b,2d,3d | **CASEL**<br>2a,2c,3d,4a,4b,4c,4d,5e,5f |
| **Learning Targets** | |
| Students will be able to...<br>● Define the term "digital footprint" and identify the online activities that contribute to it.<br>● Identify ways they are -- and are not -- in control of their digital footprint.<br>● Understand what responsibilities they have for the digital footprints of themselves and others. | |
| **Resource** | |
| ● Common Sense Media | |
| **Lesson** | |
| Our Online Tracks | |
| **Lesson Overview** | |
| Your digital footprint can affect your online reputation for a long time. But kids don't always realize that digital footprints aren't just a personal matter. Show your students how they can contribute to a positive digital reputation, both for themselves and for others. | |
| **Resource Links** | |
| Our Online Tracks | |

| Keeping Games Fun and Friendly |
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| **Essential Question:**<br>1. How can I be positive and have fun while playing online games, and help others do the same? |

| STANDARDS | |
|---|---|
| **ISTE**<br>1d,2b,3d,4a,6a,6b,6c,6d,7a,7b,7c,7d | **CASEL**<br>3a,3d,4a,4b,4c,4d,5a,5b,5c,5d,5e,5f |

**Learning Targets**

Students will be able to...
- Define "social interaction" and give an example.
- Describe the positives and negatives of social interaction in online games.
- Create an online video game cover that includes guidelines for positive social interaction.

**Resource**

- Common Sense Media

**Lesson**

Keeping Games Fun and Friendly

**Lesson Overview**

Social interaction is part of what makes online gaming so popular and engaging for kids. Of course, online communication can come with some risks. Show your students how to keep their gaming experiences fun, healthy, and positive.

**Resource Links**

Keeping Games Fun and Friendly

**Be a Super Digital Citizen**

**Essential Question:**

1. How can we be upstanders when we see cyberbullying?

| STANDARDS | |
|---|---|
| **ISTE**<br>1d,2a,2b,2c,2d,6a,6b,6c,6d | **CASEL**<br>1c,1d,1e,3a,3b,3c,3d,4a,4b,4c,4d,5a,5b,5c,5d,5e,5f |

**Learning Targets**

Students will be able to...
- Reflect on the characteristics that make someone an upstanding digital citizen.
- Recognize what cyberbullying is.
- Show ways to be an upstander by creating a digital citizenship superhero comic strip.

**Resource**

- Common Sense Media

| Lesson |
| --- |
| Be A Super Digital Citizen |
| **Lesson Overview** |
| Online tools are empowering for kids, and they also come with big responsibilities. But do kids always know what to do when they encounter cyberbullying? Show your students appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need. |
| **Resource Links** |
| Be A Super Digital Citizen |

| A Creator's Rights and Responsibilities | |
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| **Essential Question:**<br>1. What rights and responsibilities do you have as a creator? | |
| **STANDARDS** | |
| **ISTE**<br>1d,2b,2c,2d,3a,3b,3c,3d,5c,7a,7b,7c,7d | **CASEL**<br>2a,2c,4a,4b,4c,4d,5a,5b,5c,5d,5e,5f |
| **Learning Targets** | |
| Students will be able to...<br>● Define "copyright" and explain how it applies to creative work.<br>● Describe their rights and responsibilities as creators.<br>● Apply copyright principles to real-life scenarios. | |
| **Resource** | |
| ● Common Sense Media | |
| **Lesson** | |
| A Creator's Rights and Responsibilities | |
| **Lesson Overview** | |
| It's common for kids to use images they find online, for school projects or just for fun. But kids don't often understand which images are OK to use and which ones aren't. Help your students learn about the rights and responsibilities they have when it comes to the images they create and use. | |
| **Resource Links** | |
| A Creator's Rights and Responsibilities | |