

3rd-5th Grade

Information and Technology Literacy

Instructional Focus: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

I. Inquire

A. Learners display curiosity and initiative by:

Standard	Objective	Examples
<p>I.A.1 Formulating questions about personal interest or a curricular topic.</p>	<p>Students will:</p> <p>3rd) Develop a list of questions on a topic of interest as a small group.</p> <p>4th) Develop a list of questions on a topic of interest in pairs.</p> <p>5th) Develop a list of questions to explore a topic of interest independently.</p>	<p><i>“I hear, I think, I wonder” template:</i> https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/hear_think_wonder_song_study.pdf <i>Stop and Think, Then Jot:</i> https://www.scholastic.com/teachers/blog-posts/danielle-mahoney/reading-and-critical-thinking-stop-and-think-then-jot/ <i>Question video (Instant Inquiry: Level 1, 2, and 3):</i> https://www.youtube.com/watch?v=7j6BM002ksk</p>
<p>I.A.2 Recalling prior and background knowledge as context for new meaning.</p>	<p>Students will:</p> <p>3rd) Independently identify relevant text connections (text, self and world) to improve inference skill and understanding.</p> <p>4th) Infer meaning and make relevant connections to new ideas in small groups or pairs.</p> <p>5th) Infer meaning and make relevant connections to new ideas independently.</p>	<p>Making connections with characters/settings/plots from two different books or other personal experience:</p> <ul style="list-style-type: none"> • Text-to-self connections: What does this story remind you of? Can you relate to the characters in the story? • Text-to-text connections: What does this remind you of in another book you have read? How is this text similar/different to other things you have read? • Text-to-world connections: What does this remind you of in the real world? How are events in this story similar/different to things that happen in the real world? <p><i>Making connections guide:</i> http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html <i>Infer meaning teaching strategies:</i> https://classroomcaboodle.com/teacher-resource/teaching-inference/</p>

B. Learners engage with new knowledge by following a process that includes:		
Standard	Objective	Examples
I.B.1 Using evidence to investigate questions.	Students will: 3rd) Use information and evidence from a variety of sources to answer questions with support. 4th) Use information and evidence from a variety of sources to answer questions with support. 5th) Use information and evidence from a variety of sources to answer questions.	<ul style="list-style-type: none"> • Does my source answer my question? • Does my source change my question? • Does my source create new questions?
I.B.3 Generating products that illustrate learning.	Students will: 3rd) Use appropriate tools (digital/non-digital) to create products to illustrate learning with support. 4th) Use appropriate tools (digital/non-digital) to create products to illustrate learning in small groups. 5th) Use appropriate tools (digital/non-digital) to create products to illustrate learning independently.	<i>Project/product ideas:</i> http://minds-in-bloom.com/72-creative-ways-for-students-to-show/
C. Learners adapt, communicate, and exchange learning products with others in a cycle that includes:		
Standard	Objective	Examples
I.C.1 Interacting with content presented by others.	Students will: 3rd) Generate questions to extend learning from presentations. 4th) Generate questions to clarify and extend learning. 5th) Use questioning strategies to generate a variety of questions to engage with presenters. 5th) Analyze sample presentations and sample feedback independently.	<ul style="list-style-type: none"> • Questioning Toolkit by Jamie Mckenzie • Peer Presentation Rubric Elementary
I.C.2 Providing constructive feedback.	Students will: 3rd) Construct positive feedback statements for peer presentations, live performances as a whole group. 4th) Construct positive feedback statements for peer presentations, live performances in a small group.	<ul style="list-style-type: none"> • http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html • Audience participant rubric-listening for information. • I liked, I wonder, I noticed • Author's Chair

	5th) Construct positive feedback statements for peer presentations, live performances individually.	
I.C.3 Acting on feedback to improve.	Students will: 3rd) Revise a product by including one or more suggestions from their teacher or peers. 4th) Reflect on and implement constructive feedback from their peers in their final product. 5th) Reflect on and implement constructive feedback from the community in their final product.	To have a willingness to consider and include diverse ideas, constructive feedback and make changes to a project.
I.C.4 Sharing products with an authentic audience.	Students will: 3rd) Select an appropriate digital/non-digital tool to showcase their learning in the school community. 4th) Select an appropriate digital/non-digital tool to showcase their learning in the school community and/or a moderated online community. 5th) Select an appropriate digital/non-digital tool to showcase their learning in the school community and/or a moderated online community.	<ul style="list-style-type: none"> • Low tech (poster, map, brochure, newspaper, diagram, timeline, article, diorama, etc.) to high tech (video/commercial, Google slide, Prezi, PowToon, Canva, NearPod, etc.) • Author’s Chair • Themed Book Clubs • Google slide comments

D. Learners participate in an ongoing inquiry-based process by:

Standard	Objective	Examples
I.D.1 Continually seeking knowledge.	Students will: 3rd) Identify and use a variety of digital, non-digital and personal resources for personal growth. 4th) Identify and use a variety of digital, non-digital and personal resources for personal growth. 5th) Employ a variety of strategies to gain knowledge from a variety of digital and non-digital resources.	<ul style="list-style-type: none"> • Find non-fiction books related to their personal interests; using basic online resources to learn. • Interview elders or parents for historical perspective. • Share cultural and heritage stories shared by elders. • Interviews • Online research • Reading related texts
I.D.3 Enacting new understanding through real-world connections.	Students will: 3rd) Make connections to and participate in presentations in their school community.	Skype an expert; author visit assembly; presentations by community members or older students, etc.

	<p>4th) Make connections to and participate in presentations in their school and extended community.</p> <p>5th) Make connections to and participate in presentations in their school community and extended community.</p>	
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Instructional Focus: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

II. Include

A. Learners contribute a balanced perspective when participating in a learning community by:

Standard	Objective	Examples
II.A.1 Articulating an awareness of the contributions of a range of learners.	<p>Students will:</p> <p>3rd) Identify contrasting viewpoints and diverse perspectives in a sample as a whole group.</p> <p>4th) Identify contrasting viewpoints and diverse perspectives in a sample as a small groups or pairs.</p> <p>5th) Articulate contrasting viewpoints and diverse perspectives in a sample.</p>	<p>Read a picture book with different perspectives.</p> <p><i>Books:</i></p> <p><i>Top 10 Books for Teaching Point of View:</i> https://readingpowergear.wordpress.com/2016/10/18/top-10-books-for-teaching-point-of-view/</p> <p><i>Teaching Kids Books:</i> http://www.teachingkidsbooks.com/3rd-4th-grade/point-of-view</p> <p><i>Brain Pop:</i> https://www.brainpop.com/english/writing/pointofview/</p>
II.A.2 Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	<p>Students will:</p> <p>3rd) Identify fact vs opinion in small groups.</p> <p>4th) Identify fact vs opinion in an article in small groups.</p> <p>5th) Identify fact vs opinion in an article independently.</p>	<ul style="list-style-type: none"> • <i>Study.com:</i> https://study.com/academy/lesson/facts-vs-opinions-examples-games-activities.html • <i>Brain Pop:</i> https://www.brainpop.com/english/writing/factandopinion/ • Group discussion using the 5 Why's questioning strategy, Sticky Note Tug of Wars.

B. Learners adjust their awareness of the global learning community by:

Standard	Objective	Examples
II.B.1 Interacting with learners who reflect a range of perspectives.	<p>Students will:</p> <p>3rd) Work cooperatively in a diverse group.</p> <p>4th) Work cooperatively in a diverse group.</p> <p>5th) Work cooperatively in a diverse group.</p>	<p>Mixed ability grouping vs. same ability grouping; Mystery Skype and talking with kids in another country.</p>

C. Learners exhibit empathy with and tolerance for diverse ideas by:		
Standard	Objective	Examples
II.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.	Students will: 5th) Demonstrate tolerance and sensitivity to diversity by expressing personal viewpoints in a respectful manner.	
D. Learners demonstrate empathy and equity in knowledge building within the global learning community by:		
Standard	Objective	Examples
II.D.1 Seeking interactions with a range of learners.	Students will: 3rd) Participate in a mixed age group activity. 4th) Participate in a mixed age group activity. 5th) Participate in a mixed age group activity. 5th) Identify adults inside and outside of school as resources for research and learning.	Younger age reading buddies; older student mentors
II.D.2 Demonstrating interest in other perspectives during learning activities.	Students will: 3rd) Use strategies to include all members of their cooperative group with support. 4th) Use strategies to include all members of their cooperative group with support. 5th) Use strategies to include all members of their cooperative group with support.	Kagan “Top 10 Tips to be a good teammate,” Kagan Dozen Cooperative Learning Roles

Instructional Focus: Work effectively with other to broaden perspectives and work toward common goals.

III. Collaborate

A. Learners identify collaborative opportunities by:

Standard	Objective	Examples
III.A.1 Demonstrating their desire to broaden and deepen understandings.	Students will: 3rd) Collaborate with their peers on a single topic with support. 4th) Collaborate with their peers on a single topic in pairs. 5th) Collaborate with their peers on a single topic in small groups.	Research project; STEAM design; Makerspace, book clubs, stations/centers

III.A.2 Developing new understandings through engagement in a learning group.	Students will: 3rd) Reflect on their cooperative learning process with support. 4th) Reflect on their cooperative learning process in small groups or pairs. 5th) Reflect on their cooperative learning process independently.	Reflection as part of a research project; evaluation of STEAM design; Kagan reflections; rubrics
III.A.3 Deciding to solve problems informed by group interactions.	5th) Students will to form consensus in small groups.	Group research project; solve challenges in STEAM design; Kagan structures/strategies

B. Learners participate in personal, social, and intellectual networks by:

Standard	Objective	Examples
III.B1 Using a variety of communication tools and resources.	Students will: 3rd) Identify various communication tools (email, comment, reply, etc.). 4th) Independently create communication that uses appropriate voice and format for intended audience. 5th) Use digital and/or non-digital tools to communicate with an expert/author/community member.	Writing an email to an author; posting a question on a forum; Skyping an expert; online discussion; commenting on a Google Doc.
III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	Students will: 3rd) Work in small groups on a single topic or design challenge. 4th) Work in small groups on a single topic or design challenge. 5th) Work in small groups on a single topic or design challenge.	Group research project; solve challenges in STEAM design; Kagan structures/strategies Mystery Skype

C. Learners participate in personal, social, and intellectual networks by:

Standard	Objective	Examples
III.C.1 Soliciting and responding to feedback from others.	Students will: 3rd) Invite feedback from peers on their work in digital and non-digital formats. 4th) Invite feedback from peers on their work in digital and non-digital formats. 5th) Invite feedback from peers on their work in digital and non-digital formats.	Sticky note feedback, posting work for comment online (moderated); Google comments

D. Learners actively participate with others in learning situations by:		
Standard	Objective	Examples
III.D.1 Actively contributing to group discussions.	Students will: 3rd) Use cooperative learning strategies to actively participate in pairs and small groups. 4th) Use cooperative learning strategies to actively participate in pairs and small groups. 5th) Use cooperative learning strategies to actively participate in pairs and small groups.	Kagan structures, “hogs, cogs and logs”, teamwork roles and guidelines

Instructional Focus: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

IV. Curate
A. Learners act on an information need by:

Standard	Objective	Examples
IV.A.1 Determining the need to gather information.	Students will: 3rd) Construct simple KWL charts to determine information needed for topic in a whole group. 4th) Construct simple T-Charts, Venn diagrams and KWL graphic organizers to determine information needed for a topic in pairs or small groups. 5th) Construct a variety of graphic organizers to determine information needed on a topic independently.	<ul style="list-style-type: none"> • KWL= what you Know, what you Want to learn, what you Learned • https://www.eduplace.com/graphicorganizer/
IV.A.2 Identifying possible sources of information.	Students will: 3rd) Identify sources of information relevant to a topic. 4th) Identify sources of information relevant to a topic. 5th) Identify sources of information relevant to a topic.	Can students name sources? online sources, reference book, atlas/globe/map, interview a person, etc. <ol style="list-style-type: none"> 1. Book/printed material 2. Video (online, DVD, tv) 3. Person (interview) 4. Maps/diagrams/ infographics/ tables/timeline
IV.A.3 Making critical choices about information sources to use.	Students will: 3rd) Identify limitations and relevance of pre-selected information sources. 4th) Identify limitations and relevance of pre-selected information sources. 5th) Identify limitations and relevance of pre-selected information sources.	<ul style="list-style-type: none"> • Outdated print resources (old maps, books, etc.), websites produced by non-experts, opinion or bias articles, etc. • RADCAB, Information Ninja

B. Learners gather information appropriate to the task by:

Standard	Objective	Examples
<p>IV.B.1 Seeking a variety of sources.</p>	<p>Students will: 3rd) Identify where digital and non-digital sources of information are located. 3rd) Independently use non-fiction text elements to gather information. 4th) Locate and use digital and non-digital sources of information. 5th) Locate and determine appropriateness of a variety of digital and non-digital sources.</p>	<ul style="list-style-type: none"> • Location of sources in the library or community (online, reference book, atlas/globe/map, expert). Which is better to use, an almanac or atlas?
<p>IV.B.3 Systematically questioning and assessing the validity and accuracy of information.</p>	<p>Students will: 3rd) Identify the need to assess information for validity and accuracy. 4th) Use strategies to identify inaccurate information with support. 5th) Use strategies to identify author’s purpose to mislead reader.</p>	<p><i>Fake news, altered:</i> http://mediasmarts.ca/digital-media-literacy/digital-issues/authenticating-information/reality-check <i>Librarian resource:</i> http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/ <i>Big 6, RADCAB</i></p>
<p>IV.B.4 Organizing information by priority, topic, or other systematic scheme.</p>	<p>Students will: 3rd) Generate a list of keywords that relate to a single topic or idea in small groups. 3rd) Construct notes and outlines to organize information on a topic with support. 4th) Generate a list of keywords and questions that relate to a topic or idea of personal interest. 4th) Construct notes, outlines and mind maps to organize information on a topic with support. 5th) Adjust a list of keywords and questions on a topic or idea prior to gathering information. 5th) Construct notes, outlines and mind maps to organize information on a topic.</p>	<p><i>Keywords video:</i> https://www.youtube.com/watch?v=wMxi6mMYdqE <i>List of graphic organizers:</i> https://www.eduplace.com/graphicorganizer/ <i>Inquiry steps infographic:</i> https://drive.google.com/file/d/0B5ePvBTfGoXfdjBtUGFWbjZ0czg/view <i>Common Sense Media keywords lesson:</i> https://www.commonsense.org/education/lesson/the-key-to-keywords-3-5 <i>Mind Mapping suggestions:</i> https://www.mindmapping.com/</p>

Instructional Focus: Discover and innovate in a growth mind-set developed through experience and reflection.

C. Explore

A. Learners develop and satisfy personal curiosity by:

Standards	Objective	Examples
V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.	Students will: 3rd) Self-select reading material and create list of titles from a variety of formats. 4th) Self-select reading material and create list of titles from a variety of formats. 5th) Self-select reading material and create list of titles from a variety of formats.	<ul style="list-style-type: none"> • Brochure: Google Slide, Big 40, Challenge • Timeline: Google Tour • Poster: Animoto • Infographic: Powtoon • Book tasting • Book, eBook, audiobook, online article, blog, etc.
V.A.3 Engaging in inquiry-based processes for personal growth.	Students will: 3rd) Complete an inquiry based project with teacher support. 4th) Complete an inquiry based project with teacher support. 5th) Complete an inquiry based project with teacher support.	<p><i>Edutopia website:</i> https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron <i>What is Inquiry-Based Learning?</i> https://www.youtube.com/watch?v=QlwkerwaV2E</p>

B. Learners construct new knowledge by:

Standards	Objective	Examples
V.B.1 Problem solving through cycles of design, implementation, and reflection.	Students will: 3rd) Use the cycles of design to solve a problem with support. 4th) Use the cycles of design to solve a problem with support. 5th) Use the cycles of design to solve a problem with support.	<p><i>The Engineering Process: Crash Course Kids #12.2 video:</i> https://www.youtube.com/watch?v=fxJWin195kU</p> <p>Adapted from the IB MYP Design Guide by Stephen Taylor (@@ibmypo@stephen)</p>

V.B.2 Persisting through self-directed pursuits by tinkering and making	Students will: 3rd) Create products using the cycles of design, tinkering and making with support. 4th) Create products using the cycles of design, tinkering and making with support. 5th) Create products using the cycles of design, tinkering and making with support.	<i>Science Buddies website:</i> https://www.sciencebuddies.org/science-fair-projects/engineering-design-process/engineering-design-process-steps
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C. Learners engage with the learning community by:

Standards	Objective	Examples
V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.	Students will: 3rd) Create “I wonder” statements based on personal interest. 4th) Create “I wonder” statements based on personal interest. 5th) Create “I wonder” statements based on personal interest.	<ul style="list-style-type: none"> • “I wonder what sloths eat.” “I wonder how fast a horse can run.” “I wonder if virtual reality damages your vision.” • “I wonder” and Inquiry: https://www.edutopia.org/practice/i-wonder-questions-harnessing-power-inquiry
V.C.3 Collaboratively identifying innovative solutions to a challenge or problem.	Students will: 3rd) Use the design process to find solutions to a challenge with support. 4th) Cooperatively use the design process to find solutions to a challenge. 5th) Cooperatively use the design process to find solutions to a challenge.	

D. Learners engage with the learning community by:

Standards	Objective	Examples
V.D.2 Recognizing capabilities and skills that can be developed, improved and expanded.	Students will: 3rd) Compare and contrast the differences between fixed and growth mindset. 4th) Create a list of growth mindset statements to use whenever they have difficulty learning something new or difficult. 5th) Create a strategy to improve learning using growth mindset and/or writing SMART goals.	<i>Growth Mind Set lessons using books:</i> http://www.thenedshow.com/mindset-lesson-plans.html <i>The Designer Teacher:</i> http://www.thedesignerteacher.com/2017/07/cultivating-growth-mindset-in-your.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes <i>Class Dojo’s growth mindset monsters Chapter 1:</i> https://youtu.be/2zrtHt3bBmQ <i>Clip from Meet the Robinsons movie:</i> https://youtu.be/7p_eKV3SzwE

<p>V.D.3 Open-mindedly accepting feedback for positive and constructive growth.</p>	<p>Students will: 3rd) Describe the difference between open mindedness and closed mindedness as it relates to the grown mindset. 4th) Demonstrate growth mindset by utilizing positive feedback for multiple scenarios. 5th) Demonstrate growth mindset by utilizing positive feedback for multiple scenarios.</p>	<p><i>Librarian info:</i> https://upjourney.com/how-to-be-open-minded <i>Growth Mind Set lessons using books:</i> http://www.thenedshow.com/mindset-lesson-plans.html <i>Khan Academy lesson: Growth mindset:</i> https://s3.amazonaws.com/KA-share/Toolkit-photos/FINAL+Growth+Mindset+Lesson+Plan.pdf <i>Ways of encouraging students:</i> https://www.ncwit.org/resources/ncwit-tips-8-ways-give-students-more-effective-feedback-using-growth-mindset/ncwit-tips-8</p>
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Instructional Focus: Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

V. Engage

A. Learners follow ethical and legal guidelines for gathering and using information by:

Standards	Objective	Examples
<p>VI.A.1 Responsibly applying information, technology, and media to learning.</p>	<p>Students will: 3rd) Demonstrate an understanding by adhering to local borrowing procedures for materials, devices and equipment. 3rd) Practice digital safety in all online activities. 4th) Demonstrate an understanding by adhering to local borrowing procedures for materials, devices and equipment. 4th) Practice digital safety in all online activities. 5th) Demonstrate an understanding by adhering to local borrowing procedures for materials, devices and equipment. 5th) Practice digital safety in all online activities.</p>	<p>Book and device care, circulation rules, privacy creating strong passwords, what are the elements of personal information and why it shouldn't be shared. What is cyberbullying? Netiquette</p>
<p>VI.A.2 Understanding the ethical use of information, technology, and media.</p>	<p>Students will: 3rd) Recognize basic copyright (ownership of ideas), plagiarism (stealing) and ethical use of information with support. 4th) Recognize basic copyright, plagiarism and ethical use of information. 5th) Recognize basic copyright, plagiarism and ethical use of information.</p>	<p><i>Digital safety lessons:</i> https://beinternetawesome.withgoogle.com/en/resources <i>BrainPop digital citizenship videos:</i> https://www.brainpop.com/digitalcitizenship/ <i>BrainPop copyright video:</i> https://www.brainpop.com/english/writing/copyright/ <i>BrainPop plagiarism video:</i> https://www.brainpop.com/english/writing/plagiarism/</p>

<p>VI.A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>Students will: 3rd) Evaluate sources based on author/publisher/domain/ and appropriateness. 4th) Evaluate sources based on author/publisher/domain/authority, currency, appropriateness and relevance. 5th) Evaluate sources based on authority, currency, relevance and bias.</p>	<p><i>Basic evaluation rubric (RAD CAB):</i> http://www.radcab.com/pdfs/radcab-rubric-2.pdf <i>List of examples of fake websites:</i> http://www.schrockguide.net/critical-evaluation.html <i>List of false or misleading websites:</i> https://eduscapes.com/tap/topic32.htm <i>Lessons:</i> https://www.brainpop.com/english/studyandreadingskills/onlinesources/</p>
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B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

Standards	Objective	Examples
<p>VI.B.1 Ethically using and reproducing others' work.</p>	<p>Students will: 3rd) Use pre-selected creative commons sources for presentations. 4th) Explore copyrighted materials vs. creative commons materials. 5th) Will independently locate and use creative commons materials with support.</p>	<p>Common Sense Media lessons: https://www.commonsense.org/education/lesson/whose-is-it-anyway-3-5 <i>Oregon School Library Information System research resources:</i> http://oslis.org/ <i>Creative Commons websites:</i> <ul style="list-style-type: none"> • Pixabay • Photos for class • Creative Commons </p>
<p>VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.</p>	<p>Students will: 3rd) Cite sources of ideas, music, video and photos utilizing author and title of work. 4th) Cite sources of ideas, music, video, photos independently utilizing author, title, publishing date, and publisher. 5th) Cite sources of ideas, music, video, photos independently using a citation format such as teacher created outline, MLA, EasyBib or citation machine.</p>	<p><i>Common Sense Media citation lessons:</i> https://www.commonsense.org/education/lesson/how-to-cite-a-site-3-5 <i>BrainPop video on citing sources:</i> https://www.brainpop.com/english/writing/citingsources/ <i>EasyBib intro video:</i> www.easybib.com/guides/video-lesson-citations-for-beginners/ <i>Citation Machine:</i> http://www.citationmachine.net/items/confirm</p>

C. Learners responsibly, ethically, and legally share new information with a global community by:

Standards	Objective	Examples
<p>VI.C.2 Disseminating new knowledge through means appropriate for the intended audience.</p>	<p>Students will: 3rd) Identify personal information that is to be kept private when sharing or working online. 4th) Identify and keep personal information private when sharing or working online.</p>	<p>Personal information:</p> <ul style="list-style-type: none"> • Name • Address • Phone • Birthdate • School • Family info • Passwords

	<p>5th) Keep personal information private and respect the privacy of others when sharing or working online.</p>	<ul style="list-style-type: none"> ● Photos (self and others) <p><i>Google lessons on privacy:</i> https://beinternetawesome.withgoogle.com/en/resources <i>Common Sense Media lessons on privacy:</i> https://www.commonsense.org/education/lesson/private-and-personal-information-3-5 <i>Digital footprint video:</i> https://www.youtube.com/watch?v=7sw7Q5MMX6E <i>Digital footprint game:</i> http://www.digizen.org/resources/digizen-game.aspx</p>
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D. Learners engage with information to extend personal learning by

Standards	Objective	Examples
<p>VI.D.1 Personalizing their use of information and information technologies.</p>	<p>Students will: 3rd) Create and manage a positive reputation online and understand the impact of their digital footprint with support. 4th) Create and manage a positive reputation online and understand the impact of their digital footprint. 5th) Create and manage a positive reputation online and understand the impact of their digital footprint.</p>	<p><i>Common Sense Media lessons:</i> https://www.commonsense.org/education/scope-and-sequence <i>Google's Digital footprint lessons:</i> https://beinternetawesome.withgoogle.com/en/resources <i>Digital footprint video:</i> https://www.youtube.com/watch?v=7sw7Q5MMX6E <i>Digital footprint game:</i> http://www.digizen.org/resources/digizen-game.aspx</p>
<p>VI.D.3 Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>	<p>Students will: 3rd) Compare and contrast safe, responsible and ethical behaviors online and offline. 4th) Identify characteristics of an upstanding digital citizen. 5th) Describe solutions to challenges related to digital citizenship.</p>	<p><i>Faux Paw:</i> https://sites.google.com/a/bvsvd.org/applied-technology/digital-citizenship <i>NetSmartz:</i> https://www.commonsense.org/education/lesson/super-digital-citizen-3-5 <i>Google's Be Internet Awesome:</i> https://beinternetawesome.withgoogle.com/en <i>Netsmartz Kids:</i> http://www.netsmartzkids.org/ <i>Brain Pop Jr. (access through SLED):</i> BrainPopJr: Online Internet Safety http://bit.ly/1J9CHaI <i>Common Sense Media:</i> https://www.commonsense.org/education/digital-citizenship <i>Cyberwise:</i> http://www.cyberwise.org/digital-citizenship-games</p>

		<p><i>Digizen:</i> http://www.digizen.org/kids/</p> <p><i>Child Net DigiDuck:</i> https://www.childnet.com/resources/digiducks-big-decision</p> <p><i>Child Net Smartie Penguin:</i> https://www.childnet.com/resources/smartie-the-penguin</p> <p><i>Media Smarts:</i> http://mediasmarts.ca/</p> <p><i>Alaska Digital Citizen:</i> https://education.alaska.gov/digital-citizenship</p>
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