

EC&1832 Major Project

Introduction

EC&I831 Major Digital Project

I have had a great journey so far introducing my grade two students to all the different digital citizenship topics. Along my journey I have used many resources, but I found that I used the [Digital Citizenship Education in Schools](#), [Common Sense Media Digital Citizenship Scope and Sequence](#), and [the Government of Saskatchewan Digital Citizenship Continuum from Kindergarten to Grade Twelve](#) resources the most. When I have talked about teaching Common Sense Media lessons I have had several other educators tell me that they want to teach their students about digital citizenship; however, they feel that they have no time to teach all concepts because they have to cover all of the outcomes in the Saskatchewan Curriculum documents. I feel many of the concepts are just as important to teach as some of the other Saskatchewan curriculum outcomes.

I wanted to show concretely that I have been able to cover many grade two outcomes while I have been educating my students about digital citizenship. Since I found the Common Sense Media lessons to be well designed and beneficial I decided to create a document to go along with each of the K-2 class lesson plans that Common Sense Media have created to showcase that educators can teach their students about digital citizenship while covering Saskatchewan Curriculum Outcomes. When I design lesson and unit plans I always list the big ideas, the outcomes, important questions, and resources that I will be using. I decided to follow the similar format when I created this document.

For each lesson I used a template to demonstrate the big ideas and the grade two Saskatchewan outcomes that are being covered in each lesson. I also used the exact essential question that was to be explored when teaching the Common Sense Media lesson because each question was well worded and was a great hook for my students. But, I did add in my own additional questions that I have or will ask my students when I teach the digital citizenship lessons. I thought it was also critical to link the [Saskatchewan Digital Citizenship Continuum](#) to every lesson to allow educators to see what concepts and skills they are able to cover when teaching each lesson. Finally I added in additional resources such as articles, books, games, or videos that can be used to help students further comprehend the digital citizenship concepts that are being taught in each unit. I also included some other resources that are meant for educators to read or view so they get additional information about the digital citizenship concepts as well as other educational documents that I feel will benefit their teaching. I hope everyone finds my resource helpful and that it will allow educators to see the learning potential in each of the Common Sense Media lessons!

Let the



Begin!

Unit One!

Unit One: Going Places Safely Lesson– Common Sense Media

Online Field Trip to [The Museum of Modern Art](#) and [PS1 Contemporary Art Center](#)

SUBJECT: ELA

Outcomes:

CR2.2- View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

- Obtain information from different media.

CC2.2- Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

- Create dramatizations to express ideas and understanding.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write a response with supporting details from a text viewed.

Additional Resources:

*[NetSafe Episode 1: What is the Internet?](#)

This video talks about the Internet and explains how kids need to stay in safe neighbourhoods.

*[Privacy and Internet Safety](#)

This website links to answers of different questions about privacy and internet safety.

*[Internet Safety Tips Age 2-4](#)

This website provides internet safety tips for this age group and how to manage online spaces.

*[Internet Safety Tips Age 5-7](#)

This website provides internet safety tips for this age group and how to manage online spaces.

*[My reflection about this lesson.](#)

This is a link to a blog post I wrote about teaching this lesson.

BIG IDEAS

Safety
Following Rules
Online
Internet
Visual Art

Essential Question

"How do I go to places safely on the computer?"

Questions for deeper understanding?

- *What does safety mean?
- *Do you have rules when you travel with your family?
- *Why do we have safety rules?
- *What do you do when you want to travel to places online?
- *Why do we have rules when we travel to places online?
- *How can you safely learn about visual art online?

SK Digital Citizenship Continuum

Digital Literacy-

Students will navigate appropriate websites as provided by the teacher.

Digital Safety & Security-

I understand that if I am approached by someone that I don't know or trust, I need to tell an adult.

SUBJECT: Arts Education

Outcomes:

CP2.8- Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

- Classify different kinds of shapes using own words (e.g., rounded, lumpy, square) and apply to own work.

CR2.2- Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

- Locate information about the arts from various sources.

SUBJECT: Health

Outcomes:

USC2.5- Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.

- Discuss how safety rules/guidelines are established to reduce risks.

DM2.1- Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

- Determine safety supports in the community.
- Practise asking for help in appropriate situations.

Unit One: Going Places Safely Lesson-Common Sense Media

Online Field Trip to [The San Diego Zoo](#)

SUBJECT: Science

Outcomes:

AN2.1- Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.

- Use a variety of resources (e.g., Elder, naturalist, zookeeper, park warden, pet store, books, pictures, and videos) to find information about the life cycles of living things

AN2.3- Assess the interdependence of humans and animals in natural and constructed environments.

- Assess features of natural (e.g., woodland, stream, grassland, and forest) and constructed (e.g., backyard, zoo, schoolyard, and classroom) environments that support or hinder the health and growth of familiar animals.

Additional Resources:

[*Wild About Safety with Timon & Pumbaa: Safety Smart](#)

This video Timon and Pumbaa talk to kids about the importance of protecting their personal information.

[*My reflection about this lesson.](#)

This is a link to a blog post I wrote about teaching this lesson.

BIG IDEAS

Safety
Following Rules
Online
Internet
Animals

Essential Question

How do I go to places safely on the computer?

Questions for deeper understanding?

- *What does safety mean?
- *Do you have rules when you travel with your family?
- *Why do we have safety rules?
- *What do you do when you want to travel to places online?
- *Why do we have rules when we travel to places online?
- *How can you safely learn about animals online?

SK Digital Citizenship Continuum

Digital Literacy-

Students will navigate appropriate websites as provided by the teacher.

Digital Safety & Security-

I understand that if I am approached by someone that I don't know or trust, I need to tell an adult.

SUBJECT: ELA

Outcomes:

CR2.4- Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

- Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write a response with supporting details from a text viewed.

AR2.1- Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").

- Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what they like in a text.

SUBJECT: Social Studies

Outcomes:

DR2.2- Analyze the influence of the natural environment on the local community.

- Describe natural features of the local community and speculate upon their importance

Unit One: A-B-C Searching Lesson by Common Sense Media

Enchanted Learning and NASA Picture Dictionary

SUBJECT: ELA

Outcomes:

CR2.2- View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

- Obtain information from different media (e.g., multimedia clips, websites, video clips, magazine photographs).

CR2.3- Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

- Listen to and follow independently a series of related directions or instructions related to class activities.

Additional Resources:

[*Picture Dictionary For Kids](#)

Free online picture dictionary for kids organized by subjects.

[*Picture Dictionaries for ESL Kids](#)

Picture dictionaries grouped into 36 thematic topics.

[*Online Picture Dictionary](#)

Online picture dictionary organized into different subjects and categories.

[*Tips and Reminders to Teach Students How to Search](#)

This website gives six steps to teaching students to search online

[Responsible Search Strategies for Kids](#)

This website has a video and gives information to parents about managing their child's search habits.

BIG IDEAS

Alphabetical Order

Dictionary

Searching

Picture Dictionaries

Essential Question

How can you use the alphabet to find things online?

Questions for Deeper Understanding

How do you search for things on the Internet?

What are some ways to help make searching online easier?

Why would it help to use the alphabet when you search online?

How are dictionaries helpful with learning?

SK Digital Citizenship Continuum

Digital Literacy- I understand that there are various ways of organizing information and we need to learn skills to find the information we are looking for.

I understand that sometimes there is content online that may make me feel uncomfortable and that I should close it and tell an adult.

Students will navigate appropriate websites as provided by the teacher.

SUBJECT: ELA

Outcomes:

CR2.4- Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

- Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.

CC2.2- Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

- Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.

[*My reflection about this lesson.](#)

This is a link to a blog post I wrote about teaching this lesson.

Unit One: Keep It Private Lesson - Common Sense Media

SUBJECT: ELA

Outcomes:

CR2.3- Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

- Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write a response with supporting details.

AR2.1- Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").

- Explain strategies used and why they were used.

Additional Resources:

[*Internet Safety for Kids K-3 Video](#)

This video talks about the Internet safety and about keeping personal information private.

[*NetSafe Episode 2: What is Personal Information?](#) (Grades K-3)

This video discusses how a person has personal information and tells the viewers what personal information is.

[NetSafe Episode 6: What is Personal Information?](#) (Grades 4-6)

This video explains personal information is your private property and why it is important to keep personal information to yourself.

[*Safe Web Surfing Video](#)

This is a video that discusses different aspects of internet safety.

BIG IDEAS

Privacy

Safety

Personal Information

Username

Essential Question

What kinds of information should I keep to myself when I use the Internet?

Questions for Deeper Understanding

What does privacy mean?

If strangers ask you for your personal information (name, address, phone number) should you tell them?

Why it is important not to share your personal information?

How do you create a username?

SK Digital Citizenship Continuum

Digital Etiquette- Students will exchange appropriate messages, either online or in person, to recognize that they are communicating with actual people in both instances.

Digital Safety & Security- I understand that I need to keep myself safe online by never sharing information that can identify where I live or where I go to school.

I understand my passwords are private. I should only share them with my parent or teacher and never with friends.

Students will participate in safe online activities that ensure they do not post their location, full name and identifying photo with their name online.

SUBJECT: Social Studies

Outcomes:

PA2.3- Analyze rights and responsibilities of citizens in the school and local community.

- Differentiate between the nature of the rights of children and of adult citizens in the community.

SUBJECT: Health

Outcomes:

USC2.5- Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.

- Examine expected behaviours and general safety rules in community "play areas"
- Discuss how safety rules/guidelines are established to reduce risks.

DM2.1- Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

- Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.
- Practise asking for help in appropriate situations and recognize possible consequences of not asking for help.

Unit One: My Creative Work Lesson - Common Sense Media

SUBJECT: ELA

Outcomes:

CC2.2- Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

- Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.
- Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, an advertisement for a toy) to demonstrate understanding.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write groups of clear sentences that develop a central idea.

Additional Resources:

*[Picassohead](#)

This is a link that allows students to create an avatar for their blog so they do not have to use a photo of themselves.

*[Edublog: Images, Copyright, and Creative Commons](#)

This website gives viewers information about copyright and fair use. There are lots of good links on the website that provides the viewer with more information. It also has a few videos. One explains what creative commons is and why it is important.

*[My reflection about this lesson.](#)

This is a link to a blog post I wrote about teaching this lesson.

BIG IDEAS

Credit

Original

Publish

Ownership

Citations

Essential Question

How can you give credit to your own creative work?

Questions for Deeper Understanding

Why is important to take credit for work that you have created?

How can you tell who created the work?

How do people give credit themselves credit for their work?

Why does Mrs. Kyle put photo credits under the pictures posted on our blog?

SK Digital Citizenship Continuum

Digital Law:

I understand that other people created and own the content that is posted online.

Students will search for copy free images on appropriate websites and name their source.

SUBJECT: Arts Education

Outcomes:

CP2.7- Create visual art works that draw on observations and express ideas about own communities.

- Identify sources of inspiration and describe decisions made in creating own art works.

CP2.8- Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

- Demonstrate coordination and skills in using simple visual art tools and materials.

CH2.1- Identify key features of arts and cultural traditions in own community.

- View and listen to the work of artists.

Unit One: Sending Email Lesson - Common Sense Media

SUBJECT: Arts Education

Outcomes:

CP2.4- Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.

- Contribute to drama discussions with stories of own experience

Additional Resources:

[*How To Introduce Your Kids To Email](#)

This is an article for parents discussing ways to introduce email to their children.

[*Teaching Email Etiquette](#)

This is a video that explains to teachers how to teach students to have proper etiquette when creating an email. This video explores the different between audiences professional verses personal.

[*Email Etiquette for Elementary Students](#)

This video gives students five tips for sending emails.

[*Student Email Etiquette Tips](#)

This video gives students tips on how to show etiquette when emailing others.

BIG IDEAS

Messages

Email

Letter

Internet

Communicate

Etiquette

Essential Question

How do you connect with others through email?

Questions for Deeper Understanding

Why do we send messages to other people?

How can we send messages to other people?

Have you received a message before?

SK Digital Citizenship Continuum

Digital Etiquette-

I understand that I communicate with actual people both in person and online.

Students will exchange appropriate messages, either online or in person, to recognize that they are communicating with actual people in both instances.

Digital Communication-

I understand that there is a wide variety of social media and communication tools, including email.

SUBJECT: ELA

Outcomes:

CR2.4- Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

- Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and other) to construct and confirm meaning when reading.
- Follow written instructions.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write a friendly letter complete with date, salutation, body, closing, and signature.

SUBJECT: Health

Outcomes:

USC2.4- Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.

- Illustrate what respect looks like, sounds like, and feels like.