

DIGITAL CITIZENSHIP CURRICULUM		KINDERGARTEN			GRADE 1			GRADE 2						
<p>American Association of School Librarians Grades K-2</p>		Media Balance Is Important	Pause for People	Safety in My Online Neighborhood	Pause & Think Online	How Technology Makes You Feel	Internet Traffic Light	We the Digital Citizens	Device-Free Moments	That's Private	Digital Trails	Who Is In Your Online Community?	Putting a STOP to Online Meanness	Let's Give Credit!
I	<b>INQUIRE</b>													
I.A	<b>THINK: LEARNERS DISPLAY CURIOSITY AND INITIATIVE BY:</b>													
I.A.1	Formulating questions about a personal interest or a curricular topic.								•					
I.A.2	Recalling prior and background knowledge as context for new meaning.	•	•	•	•	•	•	•	•	•	•	•	•	•
I.B	<b>CREATE: LEARNERS ENGAGE WITH NEW KNOWLEDGE BY FOLLOWING A PROCESS THAT INCLUDES:</b>													
I.B.1	Using evidence to investigate questions.										•			•
I.B.2	Devising and implementing a plan to fill knowledge gaps.										•			•
I.B.3	Generating products that illustrate learning.	•	•	•	•	•	•	•	•	•	•	•	•	•
I.C	<b>SHARE: LEARNERS ADAPT, COMMUNICATE, AND EXCHANGE LEARNING PRODUCTS WITH OTHERS IN A CYCLE THAT INCLUDES:</b>													
I.C.1	Interacting with content presented by others.	•	•	•	•	•	•	•	•	•	•	•	•	•
I.C.2	Providing constructive feedback.													
I.C.3	Acting on feedback to improve.													
I.C.4	Sharing products with an authentic audience.	•	•	•	•	•	•	•	•	•	•	•	•	•
I.D	<b>GROW: LEARNERS PARTICIPATE IN AN ONGOING INQUIRY-BASED PROCESS BY:</b>													
I.D.1	Continually seeking knowledge.	•	•	•	•	•	•	•	•	•	•	•	•	•
I.D.2	Engaging in sustained inquiry.			•							•		•	•
I.D.3	Enacting new understanding through real-world connections.	•	•	•	•	•	•	•	•	•	•	•	•	•
I.D.4	Using reflection to guide informed decisions.	•	•	•	•	•	•	•	•	•	•	•	•	•

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		II	<b>INCLUDE</b>											
II.A	<b>THINK: LEARNERS CONTRIBUTE A BALANCED PERSPECTIVE WHEN PARTICIPATING IN A LEARNING COMMUNITY BY:</b>													
II.A.1	Articulating an awareness of the contributions of a range of learners.				●				●			●		
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.				●				●			●		
II.A.3	Describing their understanding of cultural relevancy and placement within the global learning community.								●			●		
II.B	<b>CREATE: LEARNERS ADJUST THEIR AWARENESS OF THE GLOBAL LEARNING COMMUNITY BY:</b>													
II.B.1	Interacting with learners who reflect a range of perspectives.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.2	Evaluating a variety of perspectives during learning activities.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.3	Representing diverse perspectives during learning activities.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.C	<b>SHARE: LEARNERS EXHIBIT EMPATHY WITH AND TOLERANCE FOR DIVERSE IDEAS BY:</b>													
II.C.1	Engaging in informed conversation and active debate.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D	<b>GROW: LEARNERS DEMONSTRATE EMPATHY AND EQUITY IN KNOWLEDGE BUILDING WITHIN THE GLOBAL LEARNING COMMUNITY BY:</b>													
II.D.1	Seeking interactions with a range of learners.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.2	Demonstrating interest in other perspectives during learning activities.	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.3	Reflecting on their own place within the global learning community.	●	●	●	●	●	●	●	●	●	●	●	●	●

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III	<b>COLLABORATE</b>													
III.A	<b>THINK: WORK EFFECTIVELY WITH OTHERS TO BROADEN PERSPECTIVES AND WORK TOWARD COMMON GOALS:</b>													
III.A.1	Demonstrating their desire to broaden and deepen understandings.	•	•	•	•	•	•	•	•	•	•	•	•	•
III.A.2	Developing new understandings through engagement in a learning group.	•	•	•	•	•	•	•	•	•	•	•	•	•
III.A.3	Deciding to solve problems informed by group interaction.	•	•	•	•	•	•	•	•	•	•	•	•	•
III.B	<b>CREATE: LEARNERS PARTICIPATE IN PERSONAL, SOCIAL, AND INTELLECTUAL NETWORKS BY:</b>													
III.B.1	Using a variety of communication tools and resources.	•	•	•	•	•	•	•	•	•	•	•	•	•
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	•	•	•	•	•	•	•	•	•	•	•	•	•
III.C	<b>SHARE: LEARNERS WORK PRODUCTIVELY WITH OTHERS TO SOLVE PROBLEMS BY:</b>													
III.C.1	Soliciting and responding to feedback from others.	•												
III.C.2	Involving diverse perspectives in their own inquiry processes.	•			•	•		•				•		
III.D	<b>GROW: LEARNERS ACTIVELY PARTICIPATE WITH OTHERS IN LEARNING SITUATIONS BY:</b>													
III.D.1	Actively contributing to group discussions.	•	•	•	•	•	•	•	•	•	•	•	•	•
III.D.2	Recognizing learning as a social responsibility.													
IV	<b>CURATE</b>													
IV.A	<b>THINK: LEARNERS ACT ON AN INFORMATION NEED BY:</b>													
IV.A.1	Determining the need to gather information.			•							•			•
IV.A.2	Identifying possible sources of information.			•							•			•
IV.A.3	Making critical choices about information sources to use.			•							•			•

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IV.B	<b>CREATE: LEARNERS GATHER INFORMATION APPROPRIATE TO THE TASK BY:</b>													
IV.B.1	Seeking a variety of sources.			•										•
IV.B.2	Collecting information representing diverse perspectives.			•										•
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.													•
IV.B.4	Organizing information by priority, topic, or other systematic scheme.									•				•
IV.C	<b>SHARE: LEARNERS EXCHANGE INFORMATION RESOURCES WITHIN AND BEYOND THEIR LEARNING COMMUNITY BY:</b>													
IV.C.1	Accessing and evaluating collaboratively constructed information sites.										•			
IV.C.2	Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.										•			
IV.C.3	Joining with others to compare and contrast information derived from collaboratively constructed information sites.										•			
IV.D	<b>GROW: LEARNERS SELECT AND ORGANIZE INFORMATION FOR A VARIETY OF AUDIENCES BY:</b>													
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.													•
IV.D.2	Integrating and depicting in a conceptual knowledge network their understanding gained from resources.													•
IV.D.3	Openly communicating curation processes for others to use, interpret, and validate.													•

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V	<b>EXPLORE</b>													
V.A	<b>THINK: LEARNERS DEVELOP AND SATISFY PERSONAL CURIOSITY BY:</b>													
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes.			•			•							
V.A.2	Reflecting and questioning assumptions and possible misconceptions.													
V.A.3	Engaging in inquiry-based processes for personal growth.			•										
V.B	<b>CREATE: LEARNERS CONSTRUCT NEW KNOWLEDGE BY:</b>													
V.B.1	Problem solving through cycles of design, implementation, and reflection	•	•			•			•	•	•			•
V.B.2	Persisting through self-directed pursuits by tinkering and making.				•	•			•	•	•			•
V.C	<b>SHARE: LEARNERS ENGAGE WITH THE LEARNING COMMUNITY BY:</b>													
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance.			•					•					•
V.C.2	Co-constructing innovative means of investigation.										•			•
V.C.3	Collaboratively identifying innovative solutions to a challenge or problem.	•	•	•	•	•		•	•	•	•			
V.D	<b>GROW: LEARNERS DEVELOP THROUGH EXPERIENCE AND REFLECTION BY:</b>													
V.D.1	Iteratively responding to challenges.		•		•				•					
V.D.2	Recognizing capabilities and skills that can be developed, improved, and expanded.		•		•				•	•				
V.D.3	Open-mindedly accepting feedback for positive and constructive growth.													

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VI	<b>ENGAGE</b>													
VI.A	<b>THINK: LEARNERS FOLLOW ETHICAL AND LEGAL GUIDELINES FOR GATHERING AND USING INFORMATION BY:</b>													
VI.A.1	Responsibly applying information, technology, and media to learning.	•	•	•	•	•	•	•	•	•	•	•	•	•
VI.A.2	Understanding the ethical use of information, technology, and media.	•	•					•	•	•	•		•	•
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.										•		•	•
VI.B	<b>CREATE: LEARNERS USE VALID INFORMATION AND REASONED CONCLUSIONS TO MAKE ETHICAL DECISIONS IN THE CREATION OF KNOWLEDGE BY:</b>													
VI.B.1	Ethically using and reproducing others' work.													•
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.													•
VI.B.3	Including elements in personal-knowledge products that allow others to credit content appropriately.													•
VI.C	<b>SHARE: LEARNERS RESPONSIBLY, ETHICALLY, AND LEGALLY SHARE NEW INFORMATION WITH A GLOBAL COMMUNITY BY:</b>													
VI.C.1	Sharing information resources in accordance with modification, reuse, and remix policies.										•			•
VI.C.2	Disseminating new knowledge through means appropriate for the intended audience.	•	•	•	•	•	•	•	•	•	•	•	•	•
VI.D	<b>ROW: LEARNERS ENGAGE WITH INFORMATION TO EXTEND PERSONAL LEARNING BY:</b>													
VI.D.1	Personalizing their use of information and information technologies.		•			•	•	•	•	•	•	•	•	•
VI.D.2	Reflecting on the process of ethical generation of knowledge.	•	•								•	•	•	•
VI.D.3	Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.													