

Digital Citizenship Curriculum Matrix, Grades K-2
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A. Technology and Society					
K		1		2	
1. Explain how technology affects people		1. Explain how technology affects individuals and institutions (home and school)		1. Explain how technology affects individuals and institutions (home, school, and community)	
a) Identify and explain that technology is used in their daily lives to do things better or more easily (such as telephone, microwave, television, cameras, and computers)		a) Recognize that technologies (such as computers, calculators, television, cameras, PDAs, CD-ROM, and DVD) have influenced daily life, past and present		a) Recognize that technologies (such as computers, calculators, television, cameras, PDAs, CD-ROM, and DVD) have influenced daily life, past and present	
Know: 1. We use technology such as phones to communicate and share information (phone calls, texts) 2. We use technology such as computers to communicate and share information (emails, Edmodo).	Do: 1. Students can recite and dial their home (or parent’s cell) phone number. 2. Students can engage with an Edmodo account (protected facebook-like account through which they can communicate with classmates and teacher)	Know: 1. We use many technologies, such as computers and DVDs, as learning tools in school. 2. Stores, doctor’s offices, and other places rely on technologies to operate. 3. The technologies we have today haven’t always been around.	Do: 1. Students can identify technology in the classroom and how they might use it. 2. Students can identify technology outside of the classroom (in stores, doctor’s offices, etc.) and how people use it. 3. Students can identify technologies that did not exist 10	Know: 1. We can use technology as a source for factual information 2. We can use technology as a way to organize, communicate, and run businesses.	Do: 1. Students can use school-approved sites to gather information

			years ago, 50 years ago, 100 years ago.		
<p>Content Area and Learning Activities:</p> <ol style="list-style-type: none"> 1. Students will make a paper phone and pretend to dial their home phone number. 2. Students will use play phones in dramatic play to make calls to whomever they would like. 3. Students will use play computers to send emails to friends, parents, grandparents, etc. 4. Students will communicate with classmates and teacher(s) during literacy—they will answer questions in the Edmodo class group during computer lab time (e.g., writing something that starts with an ‘m,’ etc.) with the help and supervision of the teacher or paraeducator. 		<p>Content Area and Learning Activities:</p> <ol style="list-style-type: none"> 1. Classroom and school technology hunt—find the technologies in the classroom, describe to partner how it is used 2. Homework technology hunt—where is there technology outside of school? Home, store, dentist, etc. 3. Parent/grandparent/family member interview—did they have those technologies when they were kids? 		<p>Content Area and Learning Activities:</p> <ol style="list-style-type: none"> 1. Students will use school-approved information sites to research a technology used by a business (e.g., x-rays at a vet’s office, cash register at a grocery store). 	
<p>b) Identify examples of how technology affects the environment (including home and school environments)</p>		<p>b) Identify examples of how technology has affected the environment, past and present</p>		<p>b) Identify examples of how technology has affected the environment, past and present</p>	
<p>Know:</p> <ol style="list-style-type: none"> 1. Technology changes how we learn at school. 2. Technology changes how we live at home. 	<p>Do:</p> <ol style="list-style-type: none"> 1. Students will be able to identify three ways technology changes how we learn at school. 2. Students will be able to identify three ways 	<p>Know:</p> <ol style="list-style-type: none"> 1. Different technologies required different adjustments to the environment outside of school (e.g., home phones required telephone lines, cell phones 	<p>Do:</p> <ol style="list-style-type: none"> 1. Students will identify 3 ways that people change the world outside of school to allow for technology. 2. Students will identify 3 ways that a classroom is 	<p>Know:</p> <ol style="list-style-type: none"> 1. Some technology can harm the environment. 2. We can use technology to protect the environment. 	<p>Do:</p> <ol style="list-style-type: none"> 1. Students will identify 2 ways in which technology might harm the environment (i.e., old TVs in the landfill). 2. Students will identify 2 ways in

	technology changes how we live at home.	require cell towers). 2. Different technologies require different adjustments to the school environment (e.g., outlets for computers, SMART Board space).	changed to allow for technology.		which technology can be used to help the environment.
<p>Content Area and Learning Activities:</p> <p>1. Using words and pictures, students will engage in a hypothetical situation—what would a day of school be like without the SMARTBoard? What if it was broken for a day, a week, the whole year?</p> <p>2. Using words and pictures, students will engage in a hypothetical situation—what would life be like at home without electricity? Without a phone?</p>		<p>Content Area and Learning Activities:</p> <p>1. Take a walk outside in the community immediately adjacent to the school. After walk, discuss what students noticed and other places in the community where technology is evident (e.g., supermarkets). Using a picture with captions, identify three ways the community adapts for technology</p> <p>2. Give students a few minutes to hunt around the classroom. How did we set up the classroom to allow for technology like the computers, the SMARTBoard, the speakers, etc.?</p>		<p>Content Area and Learning Activities:</p> <p>1. Students will conduct 2 mini-research projects—one about technologies that harm the environment, and one about technologies that can be used to help the environment. Students should use safe search procedures (learned in 1st grade) to gather information. As a class, we will brainstorm different technologies that harm and help the environment; students may choose from this list or present another idea to the teacher for approval.</p>	
<p>c) Participate in class or small group lessons on how technology tools are used to meet personal needs</p>		<p>c) Identify how technology tools have been and are used to meet people’s needs</p>		<p>c) Identify how technology tools have been and are used to meet people’s needs</p>	
<p>Know:</p> <p>1. We use technology to learn</p> <p>2. We use technology to get information</p> <p>3. We use</p>	<p>Do:</p> <p>1. Students will be able to identify one piece of technology they use to learn.</p> <p>2. Students will be able to identify one</p>	<p>Know:</p> <p>1. As new technology becomes available, we can find ways to use it to learn.</p> <p>2. As new</p>	<p>Do:</p> <p>1. Students will be able to identify one piece of technology they use to learn and research (via internet or personal</p>	<p>Know:</p> <p>1. New technology is created to improve learning.</p> <p>2. New technology is created to improve finding and</p>	<p>Do:</p> <p>1. Students will be able to identify one technology they use to learn and come up with an improvement to that</p>

<p>technology to communicate</p>	<p>piece of technology they use to get information. 3. Students will be able to identify one piece of technology they use to communicate.</p>	<p>technology becomes available, we can find ways to use it to get information. 3. As new technology becomes available, we can find ways to use it to communicate.</p>	<p>interview) what people did before that technology was invented. 2. Students will be able to identify one piece of technology they use to get information and research (via internet or personal interview) what people did before that technology was invented. 3. Students will be able to identify one piece of technology they use to communicate and research (via internet or personal interview) what people did before that technology was invented.</p>	<p>sharing information. 3. New technology is created to improve communication.</p>	<p>technology to help them learn better. 2. Students will be able to identify one technology they use to find information and come up with an improvement to that technology to help them find more information. 3. Students will be able to identify one technology they use to communicate and come up with an improvement to that technology to help them communicate more effectively.</p>
<p>Content Area and Learning Activities: 1. Students will select their favorite technologies (one that helps them learn, one that helps them get information, and one that helps them communicate). They will illustrate the technology and write (independently or through dictation) a</p>		<p>Content Area and Learning Activities: 1. Students will write and illustrate three of their favorite technologies (one for learning, one for gathering information, and one for communication). They will describe how they use the technology and what people might have done before that</p>		<p>Content Area and Learning Activities: 1. Students will design improvements to three pieces of technology—one for learning, one for gathering information, and one for communication—they already use. Students will illustrate these improved technologies and explain these</p>	

detail about how they use it (when, why, with whom, etc.).	technology existed. Students may practice safe search skills and/or conduct interviews to gather information.	improvements in a commercial-like format to stress how each modification makes the technology even better for its designated purpose.
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B. Legal and Ethical Issues					
K		1		2	
1. Practice responsible and appropriate use of technology systems, software, and information		1. Practice responsible and appropriate use of technology systems, software, and information		1. Practice responsible and appropriate use of technology systems, software, and information	
a) Understand and follow the acceptable use policy		a) Understand and follow the acceptable use policy		a) Understand and follow the acceptable use policy	
Know: 1. Students will know the acceptable rules and behaviors when on-line.	Do: 1. Students will create a classroom code of on-line expectations in kindergarten acceptable language, then using Edmodo to demonstrate their understanding of the established code.	Know: 1. Students will know the acceptable rules and behaviors when on-line.	Do: 1. Due to the further and more expansive use of the Internet, students will collaboratively create a classroom code of consequences to violating the on-line code of expectations and password privacy.	Know: 1. Students will know the acceptable rules and behaviors when on-line.	Do: 1. Students will, in groups, create a flyer with the use of a computer to encourage others not the cyber-bully with supporting detail.
Content Area and Learning Activities: 1. During the first week of school, when many of the rules and routines are established for how to act in school, the teacher will introduce the concept of online rules for students, scaffolding their creation of such rules by providing them with		Content Area and Learning Activities: 1. Students will now have access to more programs on the Internet and also programs that require passwords. During the first week of school, before students are given access to any programs that use the internet, the class will collaboratively		Content Area and Learning Activities: 1. During Language Arts time, students will watch a short clip about cyber-bullying, the teacher then leading a question and discussion session about the video clip. The students will, in groups, be responsible for creating a flyer (using the	

<p>information about the Internet and tools they will be using. These rules may be created on the SMARTboard and then displayed whenever students are using the computer so they may reference the rules. The teacher will monitor each students' use of Edmodo to check if they understand the rules and help them (or limit their use, depending on the situation) if they do not show a proper understanding.</p>		<p>create a list of consequences for violating the online code of expectations and password privacy. This code will be created on the SMART Board and some students may be selected to come up and write a rule. There will be a vote on the consequences, but the teacher will have final approval.</p>		<p>computer) to encourage others not to cyber-bully. This will be a persuasive writing assignment, students required to use facts and evidence from the video clip to justify why nobody should participate in cyber-bullying.</p>	
<p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p>		<p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p>		<p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p>	
<p>Know: 1. Students will recognize the benefits of working with others in the classroom with the aid of the technology.</p>	<p>Do: 1. Students will collaboratively complete a lesson on the SMART Table.</p>	<p>Know: 1. Students will recognize the benefits of working with others in the classroom with the aid of technology.</p>	<p>Do: 1. Students will collaboratively complete a lesson using the SMART board.</p>	<p>Know: 1. Students will recognize the benefits of working with others in the classroom with the aid of technology.</p>	<p>Do: 1. Students will work in partners to use an educational game application on the iPads.</p>
<p>Content Area and Learning Activities: 1. During math, students will work together at a SMART table, using the Shapes activity pack. Through using this, students will work with each other in learning the names of each shape, tracing and labeling the shapes, and answering and discussing questions about shapes one can find in everyday use objects. 2. During language arts, students will work</p>		<p>Content Area and Learning Activities: 1. Students will collaboratively complete the water cycle lesson on the SMART board which will help them understand all about the water cycle, including the different stages. It contains word searches, fill-in-the-blank, labeling, and other interactive activities. 2. As a substitute for the traditional calendar math, one day, students may</p>		<p>Content Area and Learning Activities: 1. As students are able to write better, they may work collaboratively to improve their writing skills using the iPad app called Sentence Builder which helps children build grammatically correct sentences.</p>	

together at a SMART table, using the Rhyming words activity pack. It will help students develop phonological awareness as they are asked to match words into pairs that rhyme.		collaboratively complete a SMART board lesson to help reinforce the concepts of days of the week, months of the year, sequence (yesterday, today, tomorrow) as well as identifying the date, date, month and year with the use of a calendar			
c) Recognize responsible use of technology systems and software (such as following lab rules, handling equipment with care)		c) Recognize responsible use of technology systems and software		c) Practice responsible use of technology systems and software	
Know: 1. Students will recognize that icons can be clicked to both access and discontinue use of programs on the computer.	Do: 1. Students will be able to maneuver a mouse to click on the appropriate icon for an individual program and then click the exit button to close the program.	Know: 1. Students will know that each of them has a login username and password to access the computer.	Do: 1. Students will login to the computer by themselves when using it and also logout when done.	Know: 1. Students will understand that their computers are not to use energy all the time and sometimes need to be turned off.	Do: 1. Students will be able to start their computers with a push of a button and shut down their computers by clicking on the appropriate items using their mouse.
Content Area and Learning Activities: 1. The teacher, before students are to use computers themselves, will model how to move a mouse and click with it. Then, so the students can view both the screen and the mouse, will model how to click to find a program and then click the exit button to get out of the program. This may be done before centers in Language Arts or any other time that the students will use the computers. The students will apply what they have learned as they use the		Content Area and Learning Activities: 1. The teacher will inform students of the login procedures for the computer, demonstrating how to do so. The students will then demonstrate what they have learned each time they are tasked with using a computer program that requires them to login and logout of the computer.		Content Area and Learning Activities: 1. Throughout the year, different students will be assigned the task of Computer Monitors. Their duties will include starting up and shutting down computers as appropriate either in the classroom or outside of the classroom. By the end of the year, each student will have had the opportunity to learn how to do the task and have been responsible for it for no less than one school week.	

computers, the teacher demonstrating individually if needed. Students may also learn to help one another.					
d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)		d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)		d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)	
Know: 1. Students will know how to properly handle, use, and care for technological equipment in the classroom	Do: 1. Students will properly use computer programs and websites in the classroom. 2. Students will use the SMARTBoard during daily routines and other classroom activities	Know: 1. Students will know how to properly handle, use, and care for technological equipment in the classroom.	Do: 1. Students will use the SMARTBoard during daily routines and other classroom activities. 2. Students will demonstrate that they can follow designated rules while working in the computer lab.	Know: 1. Students will know how to properly handle, use, and care for technological equipment in the classroom. 2. Students will learn rules to follow while working in the computer lab.	Do: 1. Students will demonstrate that they can follow designated rules while working in the computer lab. 2. Students will use the iPad for math and reading activities.
Content Area and Learning Activities: 1. During each lesson, students will show that they know how to properly and carefully use the technological equipment in the classroom. If students cannot properly use the equipment, they will lose the privilege.		Content Area and Learning Activities: 1. Students will learn how to turn on, charge, and use the iPad. They will learn where to find applications that are appropriate for the learning goal they are working towards. 2. Students will visit the computer lab and learn all of the rules they are expected to follow while working in the lab. 3. Students will show that they can handle the equipment with care.		Content Area and Learning Activities: 1. Students will visit the computer lab and learn all of the rules they are expected to follow while working in the lab. 2. Students will show that they can handle the equipment with care. 3. While working with classroom technology, students will show that they can properly use and care for the equipment. If they cannot, students will lose the privilege of using the technology.	
e. Use safe and correct security procedures (such as protecting password and user ID)		e. Recognize the potential harm of intrusive applications (such as viruses, pop-up windows, etc.)		e. Recognize the potential harm of intrusive applications (such as viruses, pop-up windows, etc.)	
Know:	Do:	Know:	Do:	Know:	Do:

1. Students will understand that we create passwords and use other safety procedures to protect ourselves	1. Students will create a secure username and password.	1. Students will understand that they should not click on advertisements because they can be harmful to the computer and their privacy.	1. Students will avoid clicking on windows for programs in which they should not be. 2. Students will use the “x” at the top of the screen to close unwanted windows that may pop up.	1. Students will understand that they should not click on advertisement because they can be harmful to the computer and their privacy. 2. Students will know which websites are most reliable for their use in the classroom and at home.	1. Students will take proper action when advertisements appear on the computer screen. 2. Students will follow teacher guidelines to only access safe and appropriate websites.
Content Area and Learning Activities: 1. Students will create a username and password for Edmodo (as requested by the teacher) to be used within the classroom.		Content Area and Learning Activities: 1. Students will be provided time during class to look at the website www.netSMARTzkids.org . This website has games and videos that educate students about the importance of internet safety. 2. Before completing an activity on the computer, the teacher will discuss with students what it means for a computer to have a virus and how computers “catch” viruses.		Content Area and Learning Activities: 1. Students will be provided time during class to look at the website www.netSMARTzkids.org . This website has games and videos that educate students about the importance of internet safety. 2. Before completing an activity on the computer, the teacher will review with students things to look for when deciding whether a website is appropriate or not. The teacher will review with the students to avoid clicking on advertisements so the computer does not get a virus.	
		f. Use safe and correct security procedures (such as protecting password and user ID)		f. Use safe and correct security procedures (such as protecting password and user ID)	
		Know: 1. Students will understand that we	Do: 1. Students will create different	Know: 1. Students will understand that	Do: 1. Students will create a username

	<p>create passwords and use other safety procedures to protect ourselves.</p> <p>2. Students will know that passwords should be kept private in order to be effective.</p>	<p>passwords for different situations (to make it more relevant, have students create passwords for clubhouses, internet applications, etc.)</p> <p>2. Students will share their password for an internet program with only the teacher (for backup purposes).</p>	<p>passwords are created for protection.</p> <p>2. Students will know that passwords should be kept private in order to be effective.</p> <p>3. Students will understand that more complex passwords are safer.</p>	<p>and password for an internet program</p> <p>2. Students will share their password with only the teacher (for backup purposes)</p> <p>3. Students will create a complex password in order to be safer on the internet.</p>
	<p>Content Area and Learning Activities:</p> <p>1. Students will create an account with Edmodo (on the teacher's homepage). They will be sure to create a secure username and password. Students will be sure to share their password only with their teacher to remain safe.</p>	<p>Content Area and Learning Activities:</p> <p>1. Students will create an account with Edmodo (on the teacher's homepage). Their password will be more complex in order to maintain security (the teacher will require that each password contain a letter, a number, and a form of punctuation). They will be sure to create a secure username and password and will be sure to keep it private (only share with the teacher)</p>		