

Connecting Digital Citizenship in Kindergarten to Grade Five

Kindergarten/Grade One Curricular Connections

	Kindergarten	Grade One
Topic	Curriculum Connection	Curriculum Connection
We are Digital Citizens!	<p><u>USCK.1</u> Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p><u>USCK.3</u> Explore that who I am includes more than my physical self.</p> <p><u>APK.1</u> Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".</p>	<p><u>CR1.1</u> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none">• identity (e.g., All About Me)• community (e.g., Friends and Family)• social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences. <p><u>USC1.5</u> Explore the association between a healthy sense of "self" and one's positive connection with others and the environment</p> <p><u>PA1.1</u> Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p>

<p>Privacy, Security, and Safety</p>	<p><u>USCK.2</u> Establish behaviours that support safety of self and others (including safety at school and at home).</p> <p><u>DRK.2</u> Explore examples of promises made through actions and words, and why it is important to keep promises.</p>	<p><u>DM1.1</u> Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.</p> <p><u>PA1.2</u> Analyze the causes of disharmony and ways of returning to harmony.</p>
<p>Media Balance and Well Being</p>	<p><u>USCK.1</u> Develop basic habits to establish healthy relationships with self, others, and the environment</p> <p><u>USCK.2</u> Establish behaviours that support safety of self and others (including safety at school and at home).</p> <p><u>APK.1</u> Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".</p>	<p><u>USC1.1</u> Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</p> <p><u>PA1.1</u> Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p> <p><u>PA1.2</u> Analyze the causes of disharmony and ways of returning to harmony</p>

<p>Digital Footprint and Identity</p>	<p><u>USCK.3</u> Explore that who I am includes more than my physical self.</p> <p><u>APK.1</u> Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".</p> <p><u>DMK.1</u> Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self"</p>	<p><u>USC1.5</u> Explore the association between a healthy sense of "self" and one's positive connection with others and the environment</p> <p><u>DM1.1</u> Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.</p>
<p>Being Kind Online and Cyberbullying</p>	<p><u>USCK.1</u> Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p><u>APK.1</u> Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".</p> <p><u>DRK.2</u> Explore examples of promises made through actions and words, and why it is important to keep promises.</p>	<p><u>USC1.3</u> Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school</p> <p><u>IN1.3</u> Assess ways in which relationships help to meet human needs.</p> <p><u>PA1.1</u> Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p> <p><u>PA1.2</u> Analyze the causes of disharmony and ways of returning to harmony</p> <p><u>RW1.1</u> Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.</p>

News and Media Literacy	<p><u>DRK.2</u> Explore examples of promises made through actions and words, and why it is important to keep promises.</p> <p><u>CRK.1</u> Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).</p> <p><u>CRK.2</u> View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.</p>	<p><u>CR1.1</u> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> • identity (e.g., All About Me) • community (e.g., Friends and Family) • social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.
Relationships and Communications	<p><u>USCK.1</u> Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p><u>APK.1</u> Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".</p> <p><u>INK.2</u> Describe the diversity of groups represented in the classroom.</p>	<p><u>USC1.5</u> Explore the association between a healthy sense of "self" and one's positive connection with others and the environment</p> <p><u>DM1.1</u> Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.</p> <p><u>IN1.3</u> Assess ways in which relationships help to meet human needs.</p> <p><u>PA1.1</u> Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p>

Grade Two/Three Curricular Connections

	Grade Two	Grade Three
Topic	Curriculum Connection	Curriculum Connection
We are Digital Citizens!	<p><u>USC2.4</u> Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <p><u>PA2.3</u> Analyze rights and responsibilities of citizens in the school and local community.</p>	<p><u>USC3.4</u> Understand what it means to contribute to the health of self, family and home.</p> <p><u>DM3.1</u> Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p>

<p>Privacy, Security, and Safety</p>	<p><u>DM2.1</u> 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.</p> <p><u>PA2.3</u> Analyze rights and responsibilities of citizens in the school and local community.</p>	<p><u>USC3.5</u> Evaluate safe behaviours/practices to increase the safety of self and others while at home</p> <p><u>AP3.1</u> Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p> <p><u>PA3.1</u> Compare how decisions are made in the local community and communities studied.</p> <p><u>PA3.3</u> Make generalizations about the purpose and intent of documents that define the rights of children.</p>
<p>Media Balance and Well Being</p>	<p><u>USC2.1</u> Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p> <p><u>AP2.1</u> Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity</p>	<p><u>DM3.1</u> Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p> <p><u>RW3.3</u> Evaluate the ways in which technologies have impacted daily life.</p>

<p>Digital Footprint and Identity</p>	<p><u>AP2.1</u> Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity</p>	<p><u>USC3.2</u> Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.</p> <p><u>PA3.3</u> Make generalizations about the purpose and intent of documents that define the rights of children.</p>
<p>Being Kind Online and Cyberbullying</p>	<p><u>USC2.1</u> Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p> <p><u>USC2.4</u> Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <p><u>PA2.2</u> Assess and practise various approaches to resolving conflicting interests within the community.</p>	<p><u>USC3.6</u> Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.</p> <p><u>PA3.2</u> Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution</p>

<p>News and Media Literacy</p>	<p><u>CR2.1</u> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> • identity (e.g., Just Watch Me) • community (e.g., People and Places) • social responsibility (e.g., Friendship) and make connections to prior learning and experiences. 	<p><u>CR3.1</u> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</p> <ul style="list-style-type: none"> • identity (e.g., Spreading My Wings) • community (e.g., Hand in Hand) • social responsibility (e.g., All Together) and make comparison with personal experiences.
<p>Relationships and Communications</p>	<p><u>USC2.4</u> Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <p><u>DM2.1</u> 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.</p>	<p><u>USC3.4</u> Understand what it means to contribute to the health of self, family and home.</p> <p><u>DM3.1</u> Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p> <p><u>AP3.1</u> Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p>

Grade Four/ Five Curricular Connections

	Grade Four	Grade Five
Topic	Curriculum Connection	Curriculum Connection
We are Digital Citizens!	<p><u>USC4.3</u> Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p> <p><u>USC4.5</u> Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p>	<p><u>USC5.4</u> Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.</p> <p><u>USC5.7</u> Assess the importance of self-regulation and taking responsibility for one's actions.</p>

<p>Privacy, Security, and Safety</p>	<p><u>USC4.4</u> Determine basic personal responsibility for safety and protection in various environments/situations</p> <p><u>DM4.1</u> Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p>	<p><u>DM5.1</u> Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.</p>
<p>Media Balance and Well Being</p>	<p><u>USC4.6</u> Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).</p>	<p><u>USC5.4</u> Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.</p> <p><u>USC5.7</u> Assess the importance of self-regulation and taking responsibility for one's actions.</p> <p><u>MC5.3</u> Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment. (DM, SI)</p>

<p>Digital Footprint and Identity</p>	<p><u>USC4.5</u> Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <p><u>DM4.1</u> Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p>	<p><u>USC5.4</u> Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.</p> <p><u>USC5.7</u> Assess the importance of self-regulation and taking responsibility for one's actions.</p>
<p>Being Kind Online and Cyberbullying</p>	<p><u>USC4.3</u> Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p> <p><u>USC4.5</u> Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <p><u>DM4.1</u> Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p>	<p><u>USC5.5</u> Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.</p> <p><u>USC5.6</u> Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).</p> <p><u>USC5.7</u> Assess the importance of self-regulation and taking responsibility for one's actions.</p>

<p>News and Media Literacy</p>	<p><u>CR4.1</u> Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:</p> <ul style="list-style-type: none"> • identity (e.g., Expressing Myself) • community (e.g., Building Community) • social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences. 	<p><u>CR5.1</u> Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:</p> <ul style="list-style-type: none"> • identity (e.g., Exploring Heritage) • community (e.g., Teamwork) • social responsibility (e.g. What is Fair?)
<p>Relationships and Communications</p>	<p><u>DM4.1</u> Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p>	<p><u>USC5.6</u> Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).</p> <p><u>USC5.7</u> Assess the importance of self-regulation and taking responsibility for one's actions.</p> <p><u>MC5.3</u> Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment. (DM, SI)</p>

Literacy

Literacy outcomes are embedded throughout each of these themes and topics related to Digital Citizenship. Reading, Writing, Viewing, Speaking, Representing and Listening can all connect to Digital Citizenship.

Resources

Common Sense Media <https://www.commonsense.org/education/>

Media Smarts <https://mediasmarts.ca/teacher-resources>

[Digital Citizenship Education in Saskatchewan Schools](#)

News Literacy Project <https://newslit.org/educators/>

Media Education Lab <https://mediaeducationlab.com/curriculum/materials>

Digital Literacy Library <https://www.facebook.com/safety/educators>

Crash Course Media Literacy Videos https://www.youtube.com/watch?time_continue=4&v=sPwJ0obJya0&feature=emb_title

ICTE <https://www.iste.org/learn/digital-citizenship>

Saskatchewan Curriculum <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/Home?language=en>