

Digital Citizenship Year Plan Grade 2½

	September	October	November	December	January	February	March	April	May
Theme	We are Digital Citizens!	Media Balance and Well-Being	Privacy and Security	Safety	Digital Footprint and Identity	Being Kind Online	News and Media Literacy	Relationships and Communications	Relationships and Communications continued
	Citizenship, School Community, How to be a good Digital Citizen	Moments free from Devices, Healthy Balances, Responsibility	Passwords, What information should stay to self.	Safe Choices Online	Who am I online? How what I post affects me.	Bullying month, Day of Pink, Cyberbullying.	What is real or 'fake' online. Thinking critically. Fact checking.	Online Communities, connections with others.	

Curriculum Connections	<p>Social Studies PA2.3 Analyze rights and responsibilities of citizens in the school and local community.</p> <p>RW3.3 Evaluate the ways in which technologies have impacted daily life.</p>	<p>Health USC 2.1 Demonstrate a basic understanding of how thoughts, feelings and actions influence health and well being.</p> <p>AP 2.1 Act upon health-related understanding s, 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>USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind,</p>	<p>Social Studies RW2.1 Describe ways in which the local community meets needs and wants of its members</p> <p>PA2.3 Analyze rights and responsibilities of citizens in the school and local community.</p> <p>Health USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home</p> <p>PA3.3 Make generalizations about the purpose and intent of documents that define</p>	<p>Health AP2.1 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>USC3.5 Evaluate safe behaviour s/practices to increase the safety of self and</p>	<p>Art CR2.2 Use inquiry and technology to investigate a variety of arts expressions.</p> <p>Health USC3.2 Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.</p>	<p>Health USC2.4 Examine social and personal meaning of "respect" and establish ways to show respect for self, persons, living things, possessions, and environment.</p> <p>AP3.1 Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy.</p>	<p>Literacy CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p>	<p>Health USC2.4 Examine social and personal meaning of "respect" and establish ways to show respect for self, persons, living things, possessions, and environment.</p> <p>Social IN2.2 Create a representation of the diversity of cultural groups in the local community.</p>	<p>Health USC3.4 Understand what it means to contribute to the health of self, family and home.</p> <p>Social IN3.1 Analyze daily life in a diversity of communities.</p>
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		body, and immune system.	the rights of children.	others while at home.		family and home, safety at home, and impact of violence.			
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Literacy is embedded throughout each lesson and theme.

Grade 2 Literacy

CR2.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- 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

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

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.

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.

CC2.1

Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., My Family and Friends)

- community (e.g., Our Community)
- social responsibility (e.g., TV Ads for Children) and make connections to own life

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.

CC2.3

Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions

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?")

Grade 3 Literacy

CR3.1

Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., Spreading My Wings)
- community (e.g., Hand in Hand)
- social responsibility (e.g., All Together) and make comparison with personal experiences

CR3.2

View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood

CR3.3

Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard

CC3.1

Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., Spreading My Wings)
- community (e.g., Helping Others)

- social responsibility (e.g., Communities Around the World) and make connections across areas of study.

CC3.2

Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.

CC3.3

Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.

AR3.2

Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.

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>