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DIGITAL CITIZENSHIP CURRICULUM

American Association of School Librarians
Grades 6–8

		GRADE 6						GRADE 7						GRADE 8					
		Finding Balance in a Digital World	Don't Feed the Phish	Who Are You Online?	Chatting Safely Online	Digital Drama Unplugged	Finding Credible News	My Media Use: A Personal Challenge	Big, Big Data	The Power of Digital Footprints	My Social Media Life	Upstanders and Allies: Taking Action Against Cyberbullying	The Four Factors of Fair Use	Digital Media and Your Brain	Being Aware of What You Share	Social Media and Digital Footprints: Our Responsibilities	Sexting and Relationships	Responding to Online Hate Speech	This Just In!
I	**INQUIRE**: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.																		
I.A	**THINK**: LEARNERS DISPLAY CURIOSITY AND INITIATIVE BY:																		
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	**CREATE**: LEARNERS ENGAGE WITH NEW KNOWLEDGE BY FOLLOWING A PROCESS THAT INCLUDES:																		
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	**SHARE**: LEARNERS ADAPT, COMMUNICATE, AND EXCHANGE LEARNING PRODUCTS WITH OTHERS IN A CYCLE THAT INCLUDES:																		
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	**GROW**: LEARNERS PARTICIPATE IN AN ONGOING INQUIRY-BASED PROCESS BY:																		
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.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

American Association of School Librarians — TRANSFORMING LEARNING

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II	**INCLUDE**: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.																		
II.A	**THINK**: LEARNERS CONTRIBUTE A BALANCED PERSPECTIVE WHEN PARTICIPATING IN A LEARNING COMMUNITY BY:																		
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	**CREATE**: LEARNERS ADJUST THEIR AWARENESS OF THE GLOBAL LEARNING COMMUNITY BY:																		
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	**SHARE**: LEARNERS EXHIBIT EMPATHY WITH AND TOLERANCE FOR DIVERSE IDEAS BY:																		
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	**GROW**: LEARNERS DEMONSTRATE EMPATHY AND EQUITY IN KNOWLEDGE BUILDING WITHIN THE GLOBAL LEARNING COMMUNITY BY:																		
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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American Association of School Librarians — Grades 6–8

		Grade 6						Grade 7						Grade 8					
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III	**COLLABORATE**: Work effectively with others to broaden perspectives and work toward common goals.																		
III.A	**THINK**: LEARNERS IDENTIFY COLLABORATIVE OPPORTUNITIES BY:																		
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	**CREATE**: LEARNERS PARTICIPATE IN PERSONAL, SOCIAL, AND INTELLECTUAL NETWORKS BY:																		
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	**SHARE**: LEARNERS WORK PRODUCTIVELY WITH OTHERS TO SOLVE PROBLEMS BY:																		
III.C.1	Soliciting and responding to feedback from others.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.C.2	Involving diverse perspectives in their own inquiry processes.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D	**GROW**: LEARNERS ACTIVELY PARTICIPATE WITH OTHERS IN LEARNING SITUATIONS BY:																		
III.D.1	Actively contributing to group discussions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.2	Recognizing learning as a social responsibility.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV	**CURATE**: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.																		
IV.A	**THINK**: LEARNERS ACT ON AN INFORMATION NEED BY:																		
IV.A.1	Determining the need to gather information.							●											●
IV.A.2	Identifying possible sources of information.							●											●

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IV.A.3	Making critical choices about information sources to use.							●											●
IV.B	**CREATE**: LEARNERS GATHER INFORMATION APPROPRIATE TO THE TASK BY:																		
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	**SHARE**: LEARNERS EXCHANGE INFORMATION RESOURCES WITHIN AND BEYOND THEIR LEARNING COMMUNITY BY:																		
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	**GROW**: LEARNERS SELECT AND ORGANIZE INFORMATION FOR A VARIETY OF AUDIENCES BY:																		
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	**EXPLORE**: Discover and innovate in a growth mindset developed through experience and reflection.																		
V.A	**THINK**: LEARNERS DEVELOP AND SATISFY PERSONAL CURIOSITY BY:																		
V.A.1	Reading widely and deeply in multiple formats and writing and creating 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	**CREATE**: LEARNERS CONSTRUCT NEW KNOWLEDGE BY:																		
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	**SHARE**: LEARNERS ENGAGE WITH THE LEARNING COMMUNITY BY:																		
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	**GROW**: LEARNERS DEVELOP THROUGH EXPERIENCE AND REFLECTION BY:																		
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	**EXPLORE**: Discover and innovate in a growth mindset developed through experience and reflection.																		
VI.A	**THINK**: LEARNERS FOLLOW ETHICAL AND LEGAL GUIDELINES FOR GATHERING AND USING INFORMATION BY:																		
VI.A.1	Responsibly applying information, technology, and media to learning.	●	●			●	●	●	●	●	●	●		●	●		●	●	
V1.A.2	Understanding the ethical use of information, technology, and media.	●	●			●	●	●	●	●	●	●	●	●	●	●	●	●	
V1.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.						●					●	●		●		●	●	
VI.B	**CREATE**: LEARNERS USE VALID INFORMATION AND REASONED CONCLUSIONS TO MAKE ETHICAL DECISIONS IN THE CREATION OF KNOWLEDGE BY:																		
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	**SHARE**: LEARNERS RESPONSIBLY, ETHICALLY, AND LEGALLY SHARE NEW INFORMATION WITH A GLOBAL COMMUNITY BY:																		
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	**GROW**: LEARNERS ENGAGE WITH INFORMATION TO EXTEND PERSONAL LEARNING BY:																		
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.	●	●	●		●	●	●	●	●	●	●	●		●	●	●	●	