



CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

CYBER CHOICES CURRICULUM CONNECTIONS – BRITISH COLUMBIA

Digital Literacy – Grades 3 to 5

Digital Citizenship: Relationships and Communications

Overall Expectations

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Specific Expectations

- A digitally literate person understands the risks and benefits of developing online relationships and uses technology to communicate effectively and respectfully.
- The student understands what it means to be responsible and respectful of his/her offline and online communities as a way to learn how to be a good digital citizen.
- The student demonstrates responsibility and respectfulness in his/her online communications and communities.

Digital Citizenship: Cyberbullying

Specific Expectations

- A digitally literate person recognizes cyberbullying and knows how to deal with it.
- The student understands how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and strategies for handling cyberbullying when it arises.
- The student understands that he/she may get online messages from other kids that can make him/her feel angry, hurt, sad, or fearful.

Digital Citizenship: Digital Footprint and Reputation

Specific Expectations

- A digitally literate person is aware that his/her activities on the internet leave a permanent “digital footprint” or “trail” and behaves accordingly.

Digital Citizenship: Balanced Attitude Towards Technology

Specific Expectations

- A digitally literate person demonstrates an informed, open-minded and balanced attitude towards information society and the use of digital technology, is curious, aware of opportunities and new developments, and is comfortable to explore and exploit them
- The student understands that the digital environment can make things better or worse depending on how we use it.

English Language Arts – Grade 3 to 5

Curricular Competencies: Comprehending and Connecting (reading, listening, viewing)

Overall Expectations

- The Curricular Competencies describe what students should be able to do with the knowledge they have gained.
- English Language Arts is a process-driven area of learning: students develop as they engage with language and texts.

Specific Expectations

- Engage actively as listeners, viewers and readers, as appropriate, to develop understanding of self, identity and community.
- Identify how differences in context, perspectives and voice influence meaning in texts.
- Consider different purposes, audiences, and perspectives in exploring texts. Use sources of information and prior knowledge to make meaning
- Make connections between ideas from a variety of sources and prior knowledge to build understanding.
- Recognize how different texts reflect different purposes.

Curricular Competencies: Creating and Communicating (writing, speaking, representing)

Specific Expectations

- Develop and apply expanding word knowledge
- Exchange ideas and perspectives to build shared understanding
- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences.

Physical and Health Education – Kindergarten to Grade 3

Curricular Competencies: Healthy and active living

Specific Expectations

- Identify opportunities to make choices that contribute to health and well-being
- Explore and describe strategies for pursuing personal healthy-living goals

Curricular Competencies: Mental well-being

Specific Expectations

- Identify and apply strategies that promote mental well-being
- Identify and describe feelings and worries, and strategies for dealing with them
- Describe physical, emotional, and social changes as students grow older
- Describe factors that influence mental well-being and self-identity

Curricular Competencies: Social and Community Health

Specific Expectations

- Identify and describe a variety of unsafe and/or uncomfortable situations
- Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations
- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations.
- Identify and describe characteristics of positive relationships
- Describe and apply strategies for developing and maintain positive relationships

Content

- Students will know and understand the following content:
- Emotions and their causes and effects
- Nature and consequences of bullying
- Relationship between worries and fears
- Factors that influence self-identity

Physical and Health Education – Grades 4 to 5

Curricular Competencies: Healthy Choices

Specific Expectations

- Identify and describe factors that influence healthy choices
- Identify and apply strategies for pursuing personal healthy-living goals
- Describe the impacts of personal choices on health and well-being

Curricular Competencies: Mental well-being

Specific Expectations

- Describe and assess strategies for promoting mental well-being
- Describe and assess strategies for promoting mental well-being, for self and others
- Describe factors that positively influence mental well-being and self-identity
- Explore and describe how personal identities adapt and change in different settings and situations

Curricular Competencies: Social and Community Health

Specific Expectations

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations.
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying.
- Describe and apply strategies that promote a safe and caring environment.

Content

- Students will know and understand the following content:
- Strategies for responding to bullying, discrimination and violence
- Sources of health information and support services

Social Studies – Grades 3 to 5

Curricular Competencies: Inquiry

Specific Expectations

- Use Social Studies inquiry processes and skills to ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions.
- Develop a plan of action to address a selected problem or issue

Curricular Competencies: Evidence

Specific Expectations

- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media

Curricular Competencies: Perspective

Specific Expectations

- Explain why people’s beliefs, values, worldviews, experiences and roles give them different perspectives on people, places, issues or events.

Curricular Competencies: Ethical Judgement

Specific Expectations

- Make value judgements about events, decisions or actions and suggest lessons that can be learned.
- Make ethical judgements about events, decisions or actions that consider the conditions of a particular place and time.
- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.
- Sequence objects, images or events and explain why some aspects change and others stay the same.

- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present.