

K-12 Digital Literacy

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
October 27, 2025



About Digital Literacy



Digital literacy entails:

- **Digital safety and well-being**
- **Media and information literacy**
- **Social responsibility and collaboration**

Digital literacy requires the development of critical thinking skills, questioning, and a stance of inquiry.

AI falls under the broader umbrella of digital literacy and is embedded within each aspect of digital literacy.

2024-2029: Five-Year Curriculum Design Map



	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
ELA / English	Monitor / Revise (K-5 Implementation)	Research (6-12)	Design	Implement	Monitor / Revise
Mathematics	Monitor / Revise	Monitor / Revise	Research (K-5 Implementation)	Design (K-5 Implementation)	Implement (K-5 Implementation)
Social Studies	Research	Design	Implement	Monitor / Revise	Monitor / Revise
Science	Design	Implement	Monitor / Revise	Monitor / Revise	Research
World Language	Research	Design	Implement	Monitor / Revise	Monitor / Revise
PE / Health	Monitor / Revise	Research	Design	Implement	Monitor / Revise
Fine & Performing Arts	Monitor / Revise	Monitor / Revise	Research	Design	Implement
CTE (Career and Technical Education)	Design	Implement	Monitor / Revise	Monitor / Revise	Research
Digital Literacy	Research (Spring 2025)	Design	Implement	Monitor / Revise	Monitor / Revise

Context



Guiding Legislation: Public Act 24-151

- Sec. 145. (Effective July 1, 2024) (a) Not later than January 1, 2025, the Connecticut State Department of Education (CSDE), in collaboration with the Commission for Educational Technology established pursuant to section 4d-80 of the general statutes, shall develop a model digital citizenship curriculum for grades kindergarten to twelve, inclusive, that may be used by local and regional boards of education.

Goals



- To articulate a clear and coherent progression of digital skills across the K-12 grades for students' safety, well-being, and growth.
- To ensure intentional experiences in our schools that empower students to innovate, adapt, and lead in an ever-evolving digital future.

Resources



Research and mapping was undertaken in the Summer of 2025 with a K-12 team of NFPS educators (*general education teachers across grade levels and disciplines, special education teachers, library media specialists, & administrators*). In addition to collaboration with EdAdvance consultants and a review of other CT districts' curriculum, resources included:

- [**K-12 Connecticut Model Digital Citizenship Curriculum**](#)
- [**Common Sense Media Digital Literacy Curriculum Resources**](#)
- [**National School Library Standards / American Association for School Librarians \(AASL\)**](#)
- [**ISTE Standards**](#) (*International Society for Technology in Education*)
- [**Teach AI**](#)

Reverse Engineering the Future



- How does preparing students for current tech also prepare them for future tech?
- What are the “timeless” digital literacy skills that remain relevant regardless of the specific technology?
- In what ways does this influence our thinking about what skills we prioritize in our K-12 curriculum?
- How can we design a curriculum that is flexible enough to integrate future technologies and unforeseen challenges?

NFPS Digital Literacy Skills Progression



Concepts & Skills Mapping

- For each grade band (K-2, 3-5, 6-8, 9-12), **Technology Foundations** have been articulated as well as a set of **Digital Literacy and Citizenship** concepts and skills.
- The intent of this mapping is not to be exhaustive, but rather to **prioritize** the learning for students that can allow them to be **safe, healthy, and effective with technology in the present** and be able to **innovate and contribute to the world using digital tools in the future**.

NFPS Digital Literacy Skills Progression *(Draft examples)*



New Fairfield Public Schools Grade 3-5 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Recognize cyberbullying and utilize strategies to respond and be an upstander.
- Make thoughtful choices to balance screen time with offline activities.



Media and Information Literacy

- Understand the structure of online pages and articles, and recognize elements of sponsored content and advertisements.
- Identify indicators of credibility and reliability for websites, platforms, photos, and videos.



Social Responsibility and Collaboration

- Use digital tools to work with others, share ideas, and clearly present learning in creative and responsible ways.



Technology Foundations

- Use a learning platform (Google Classroom) as an application for their learning resources.
- Develop keyboarding fluency to construct short paragraphs on an electronic document.
- Identify and appropriately use features of digital tools for text documents and presentations (documents, slides).



New Fairfield Public Schools Grade K-2 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Identify media that are "just right" or "not right" and know what to do if unsure or uncomfortable.
- Identify personal information and understand never to share personal information online.
- Know when and why to take breaks from devices.



Media and Information Literacy

- With teacher support, recognize and use electronic sources for research, information, and solving problems.



Social Responsibility and Collaboration

- Understand that the information shared online creates a digital footprint.



Technology Foundations

- Log into, use, and take care of a device responsibly.
- Identify, locate, and use numbers, letters, and special keys on a keyboard.
- Access and navigate online learning platforms, websites, apps, and interfaces efficiently (Classlink).



New Fairfield Public Schools Grade 6-8 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Make safe, legal and ethical decisions in the digital world, with understanding of the lasting impact of their digital behaviors on themselves and others.



Media and Information Literacy

- Generate appropriate, concise, and specific search terms and prompts, and evaluate, modify and refine search terms based on the quality of returned results.
- Critically evaluate sources for reliability, bias, and validity of information.



Social Responsibility and Collaboration

- Understand why citation is important, what constitutes plagiarism, and accurately cite sources using recommended tools.
- Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product.



Technology Foundations

- Use naming conventions when creating and organizing documents and files.
- Manipulate digital files and content and fluidly adapt and customize digital assets (e.g., multimedia files, screenshots, accessibility features).



New Fairfield Public Schools Grade 9-12 Digital Literacy Skills and Technology Foundations



Digital Safety and Well-Being

- Develop skills for authentic self-presentation online, considering the benefits and drawbacks of curated digital identities and profiles.



Media and Information Literacy

- Analyze and evaluate global discourse and perspectives presented in digital content and interactions, including understanding of digital algorithms.
- Select and utilize digital tools for data collection, problem solving, and design-thinking across disciplines.



Social Responsibility and Collaboration

- Engage in understanding and navigating ethical dilemmas involving AI and emerging technologies to solve real-world challenges.
- Demonstrate fluency and creativity in using digital tools for project management, communication, and presentation.



Technology Foundations

- Attend to audience and corresponding etiquette in communications using technology.
- Efficiently create, manage and organize digital files, including creating logical folder structures in cloud environments, using naming conventions, and performing advanced file operations (Google Drive organization).

[illegible]

- **Gather and review feedback.**
- **Continued research and revision**, with attention to AI literacy integration.
- **Curate resources and design learning experiences.**
- **Implementation planning:**
 - ▢ *Formats of instruction*
 - ▢ *Time*
 - ▢ *Disciplines / courses for integration*
 - ▢ *Other ...*