cbe.ab.ca

Calgary Board of Education

Thomas B. Riley

Digital Citizenship Plan 2026-2027

Relevant contextual information about your school and School Development Plan:

- Diverse Student population who benefits from using technology in a variety of ways to engage in and demonstrate learning
- Some students have access to personal mobile device for EAL exemptions, IPP or medical use
- Majority of students have their own device

Relevant evidence and data that informs your Digital Citizenship Plan:

- Students are learning about responsible use of technology
- Students are learning about how to engage in online communities respectfully and responsibly
- They are using AI in their learning and assignments and need support to learn appropriate use
- They need more opportunities to learn how to effectively use technology in learning
- Students are learning how to manage online distractions when learning

School Digital Citizenship Plan						Progress		
Long Term Goal (e.g. spanning 8-10 months)	**Competency** (may be chosen from the CBE DC Competencies)	**Short Term Goals** (in support of the long term goal)	**Outcomes**	**Activities & Resources**	**Measures**	**November**	**January**	**June**
Long term goal #1 Students will verify information by comparing AI-generated responses and digital sources with multiple credible references	**Informed** I validate the accuracy of digital information and resources	Short term goal 1 Students will assess digital and AI-generated content by examining authorship, evidence, date, purpose, and indicators of credibility	Students will identify evidence that supports claims in digital and AI-generated content Students will explain whether authors, organizations, or sources appear credible Students will identify when information may require additional verification before use Students will explain how purpose and bias can affect reliability	Using printed versions of online sources, students will highlight the author and date, and identify and record the purpose of the source Teachers will lead conversations discussing online reliability while projecting websites for the class to see	Students evaluate a source or AI response and explain whether it is reliable, what evidence supports it, and what should be verified further			
		Short term goal 2 Students compare information from AI tools and credible sources on the same topic using a comparison organizer	During research tasks, students provide evidence from multiple credible sources to support conclusions	Students read 2-3 short sources on the same topic and complete a Venn diagram indicating information all sources agree on, information some	During research tasks, students list multiple sources with consistent information			

				sources agree on, and mutually exclusive information Teachers will demonstrate expert thinking by comparing and contrasting digital sources on a topic during a class discussion				
Long term goal #2 Students will document and communicate how AI was used in their learning and refine prompts to achieve more useful results	**Involved** I leverage digital tools to learn, express my creativity and collaborate with others	Short term goal 1 Students will use AI to support learning, decision-making, and problem solving while applying their own judgment and subject knowledge	Students will use AI to generate ideas, explanations, or strategies Students will evaluate AI outputs for accuracy and relevance Students will adapt and improve AI-generated content using their own thinking Students will explain how AI supported their learning process	Students use AI to brainstorm approaches to authentic learning tasks and reflect on which suggestions were most helpful Teachers facilitate discussions about when AI is helpful and when human judgment is required	Teachers observe students evaluating and improving AI responses rather than accepting outputs without review			
		Short term goal 2 Students compare initial and revised prompts and reflect on improvements in	Teachers use a checklist to assess prompt quality, refinement, and student	Teachers will provide students with a flawed prompt. Students will refine the prompt using	Teachers evaluate prompts written by students using a checklist to evaluate if the			

		output quality Teachers model simple methods for acknowledging AI assistance and discussing responsible use expectations	understanding of transparent AI use Students will use the CRAFT (Context, Role, Ask, Format, Test/constraints) Framework when creating initial prompts Students will demonstrate persistence in refining and improving prompts to AI tools rather than consistently accepting the first output	CRAFT, and predict how the improved prompt will change the AI's output Teachers will provide small groups with two AI responses: one from a weak prompt, and one from a well-crafted prompt. Students highlight the differences, and predict how the input was changed to create the stronger response	prompt follows the CRAFT Framework			