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Lower Elementary

Why Digital Citizenship?

Digital Citizenship is all about being **safe**, **responsible**, and **respectful** online. It is also about developing **communication**, **collaboration**, **creativity**, and **critical thinking** (the 4 Cs), and helping students harness the power of technology for learning.

<https://www.commonsense.org/education/scope-and-sequence>
<https://sites.google.com/spusd.net/digitalcitizenship/digital-citizenship>



Kindergarten

Digital Citizenship Category		New Common Sense Media Lesson	Essential Question	Students Will Be Able To
Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.	 <p>Internet Safety</p>	<p>Unit 1: Lesson 1 Going Places Safely</p>	How do you go places safely on the computer?	<ul style="list-style-type: none"> ● Discover that the Internet can be used to visit far-away places and learn new things. ● Compare how staying safe online is similar to staying safe in the real world. ● Explain rules for traveling safely on the Internet.
Students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.	 <p>Information Literacy</p>	<p>Unit 1: Lesson 2 A-B-C Searching</p>	How can you use the alphabet to find things online?	<ul style="list-style-type: none"> ● Learn how to search online by using the alphabet. ● Understand how to search for a specified letter of the alphabet on a children's directory site. ● Apply the results of their alphabet search to create a picture dictionary.
Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.	 <p>Privacy & Security</p>	<p>Unit 1: Lesson 2 Keep it Private</p>	What kinds of information should you keep to yourself when you use the internet?	<ul style="list-style-type: none"> ● Recognize the kind of information that is private. ● Understand that they should never give out private information on the Internet. ● Learn to create effective usernames that protect their private information.

1st Grade

Digital Citizenship Category		New Common Sense Media Lesson	Essential Question	Students Will Be Able To
<p>Students understand that they should stay safe online by choosing websites that are good for them to visit, and avoiding sites that are not appropriate for them.</p>	 <p>Internet Safety</p>	<p>Unit 2: Lesson 1 Staying Safe Online</p>	<p>How do you stay safe when you visit a website?</p>	<ul style="list-style-type: none"> ● Understand that being safe when they visit websites is similar to staying safe in real life. ● Learn to recognize websites that are good for them to visit. ● Recognize if they should ask an adult they trust before they visit a particular website.
<p>Students learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or harmful, depending on how they manage it.</p>	 <p>Digital Footprint & Reputation</p>	<p>Unit 2: Lesson 2 Follow the Digital Trail</p>	<p>What information is OK to have in your digital footprint?</p>	<ul style="list-style-type: none"> ● Learn that the information they put online leaves a digital footprint or “trail.” ● Explore what information is appropriate to be put online. ● Judge the nature of different types of digital footprints by following the information trails of two fictional animals.
<p>Students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	 <p>Information Literacy</p>	<p>Unit 2: Lesson 4 Using Keywords</p>	<p>Which keywords will give you the best search results?</p>	<ul style="list-style-type: none"> ● Understand the function of keywords and keyword searches. ● Learn a step-by-step procedure for selecting suitable keywords. ● Apply their chosen keywords to find the information they are looking for on the Internet.

2nd Grade

Digital Citizenship Category		New Common Sense Media Lesson	Essential Question	Students Will Be Able To
Students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.	 Relationships & Communication	Unit 3: Lesson 2 My Online Community	How does the Internet connect you to others?	<ul style="list-style-type: none"> ● Consider what it means to go online and use the Internet. ● Compare and contrast how they are connected to different people and places, in person and on the Internet. ● Demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community.
Students examine websites that are designed to encourage them to buy a particular product.	 Information Literacy	Unit 3: Lesson 3 Things for Sale	How do some websites try to get you to buy things?	<ul style="list-style-type: none"> ● Understand that the main purpose of product sites is to encourage viewers to buy the product. ● Recognize how a site's fun and interesting features help sell the product. ● Create their own product site home pages with features designed to sell their products.
Students explore the similarities and differences between in-person and online communications	 Relationships & Communication	Unit 3: Lesson 4 Show Respect Online	How can you make sure your emails are clear and respectful?	<ul style="list-style-type: none"> ● Understand how to show respect in social situations. ● Recognize the importance of tone in both face-to-face and online communications. ● Learn rules for writing clear and respectful emails by editing an email message.

Upper Elementary

Approximately 45 minute per lesson

Designed and developed in partnership with Project Zero at the Harvard Graduate School of Education -- and guided by research with thousands of educators -- each digital citizenship lesson takes on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as digital learners, leaders, and citizens tomorrow.

Media Balance &
Well-Being

Privacy & Security

Digital Footprint &
Identity

Relationships &
Communication

Cyberbullying,
Digital Drama &
Hate Speech

News & Media
Literacy

Upper Elementary (3-5)

Lesson 1

Digital Citizenship Category		New CSM Lesson	Essential Question	Students Will Be Able To
<p>Students go beyond screen time to explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives.</p>	 <p>Media Balance & Well-Being</p>	<p>3rd Rings of Responsibility</p>	<p>How do digital citizens take responsibility for themselves, their communities, and their world?</p>	<ul style="list-style-type: none"> ● Examine both in-person and online responsibilities. ● Describe the Rings of Responsibility as a way to think about how our behavior affects ourselves and others. ● Identify examples of online responsibilities to others.
		<p>4th My Media Choices</p>	<p>What makes a healthy media choice?</p>	<ul style="list-style-type: none"> ● Learn the "What? When? How Much?" framework for describing their media choices. ● Use this framework and their emotional responses to evaluate how healthy different types of media choices are. ● Begin to develop their own definition of a healthy media balance.
		<p>5th Finding my Media Balance</p>	<p>What makes a website the right site for you?</p>	<ul style="list-style-type: none"> ● Reflect on how balanced they are in their daily lives. ● Consider what "media balance" means, and how it applies to them. ● Create a personalized plan for healthy and balanced media use.

Lesson 2

Digital Citizenship Category		New CSM Lesson	Essential Question	Students Will Be Able To
<p>Students learn how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others.</p>	 <p>Privacy & Security</p>	<p>3rd Password Power-Up</p>	<p>How can a strong password help protect your privacy?</p>	<ul style="list-style-type: none"> ● Define the term "password" and describe a password's purpose. ● Understand why a strong password is important. ● Practice creating a memorable and strong password.
		<p>4th Private and Personal Information</p>	<p>What information about you is OK to share online?</p>	<ul style="list-style-type: none"> ● Identify the reasons why people share information about themselves online. ● Explain the difference between private and personal information. ● Explain why it is risky to share private information online.
		<p>5th You Won't Believe This!</p>	<p>What is clickbait and how can you avoid it?</p>	<ul style="list-style-type: none"> ● Define "the curiosity gap." ● Explain how clickbait uses the curiosity gap to get your attention. ● Use strategies for avoiding clickbait.

Lesson 3

Digital Citizenship Category		New CSM Lesson	Essential Question	Students Will Be Able To
<p>Students consider the benefits and risks of online sharing and explore how a digital persona can affect one's sense of self, reputation, and relationships.</p>	 <p>Digital Footprint & Identity</p>	<p>3rd This is Me</p>	<p>How does what I post online affect my identity?</p>	<ul style="list-style-type: none"> ● Consider how posting selfies or other images will lead others to make assumptions about them. ● Reflect on the most important parts of their unique identity. ● Identify ways they can post online to best reflect who they are.
		<p>4th Our Online Tracks</p>	<p>How does our online activity affect the digital footprints of ourselves and others?</p>	<ul style="list-style-type: none"> ● Define the term "digital footprint" and identify the online activities that contribute to it. ● Identify ways they are -- and are not -- in control of their digital footprint. ● Understand what responsibilities they have for the digital footprints of themselves and others.
		<p>5th Beyond Gender Stereotypes</p>	<p>How do gender stereotypes shape our experiences online?</p>	<ul style="list-style-type: none"> ● Define "gender stereotype" and describe how they can be present online. ● Describe how gender stereotypes can lead to unfairness or bias. ● Create an avatar and a poem that show how gender stereotypes impact who they are.

Lesson 4

Digital Citizenship Category		New CSM Lesson	Essential Question	Students Will Be Able To
<p>Students reflect on how to build positive relationships, avoid risky online talk, and understand why some topics and conversations can best lend themselves to certain mediums.</p>	 <p>Relationships & Communication</p>	<p>3rd Our Digital Citizenship Pledge</p>	<p>What makes a strong online community?</p>	<ul style="list-style-type: none"> ● Define what a community is, both in person and online. ● Explain how having norms helps people in a community achieve their goals. ● Create and pledge to adhere to shared norms for being in an online community.
		<p>4th Keeping Games Fun and Friendly</p>	<p>How can I be positive and have fun while playing online games, and help others do the same?</p>	<ul style="list-style-type: none"> ● Define "social interaction" and give an example. ● Describe the positives and negatives of social interaction in online games. ● Create an online video game cover that includes guidelines for positive social interaction.
		<p>5th Digital Friendships</p>	<p>How do you keep online friendships safe?</p>	<ul style="list-style-type: none"> ● Compare and contrast different kinds of online-only friendships. ● Describe the benefits and risks of online-only friendships. ● Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable.

Lesson 5

Digital Citizenship Category		New CSM Lesson	Essential Question	Students Will Be Able To
<p>Students take on these tough topics and play the active role of upstander to build positive, supportive online communities and combat online cruelty.</p>	 <p>Cyberbullying, Digital Drama & Hate Speech</p>	<p>3rd The Power of Words</p>	<p>What should you do when someone uses mean or hurtful language on the internet?</p>	<ul style="list-style-type: none"> • Understand that it's important to think about the words we use, because everyone interprets things differently. • Identify ways to respond to mean words online, using S-T-O-P. • Decide what kinds of statements are OK to say online and which are not.
		<p>4th Super Digital Citizen</p>	<p>How can we be upstanders when we see cyberbullying?</p>	<ul style="list-style-type: none"> • Reflect on the characteristics that make someone an upstanding digital citizen. • Recognize what cyberbullying is. • Create comic strips featuring digital citizenship superheroes who resolve dilemmas around cyberbullying.
		<p>5th What's Cyberbullying ?</p>	<p>What is cyberbullying and what can you do to stop it?</p>	<ul style="list-style-type: none"> • Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. • Empathize with the targets of cyberbullying. • Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.

Lesson 6

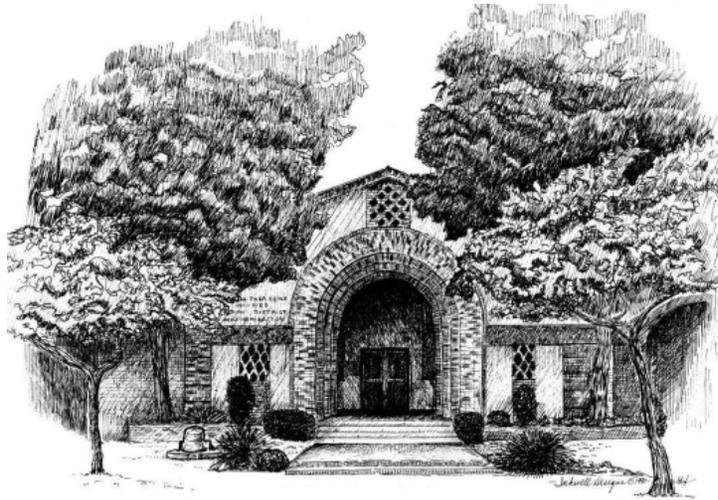
Digital Citizenship Category		New CSM Lesson	Essential Question	Students Will Be Able To
<p>Students identify credible and trustworthy information sources and reflect on their responsibilities as thoughtful media creators and consumers.</p>	 <p>News & Media Literacy</p>	<p>3rd Is Seeing Believing?</p>	<p>Why do people alter digital photos and videos?</p>	<ul style="list-style-type: none"> ● Recognize that photos and videos can be altered digitally. ● Identify different reasons why someone might alter a photo or video. ● Analyze altered photos and videos to try to determine why.
		<p>4th A Creator's Rights and Responsibilities</p>	<p>What rights and responsibilities do you have as a creator?</p>	<ul style="list-style-type: none"> ● Define "copyright" and explain how it applies to creative work. ● Describe their rights and responsibilities as creators. ● Apply copyright principles to real-life scenarios.
		<p>5th Reading News Online</p>	<p>What are the important parts of an online news article?</p>	<ul style="list-style-type: none"> ● Understand the purposes of different parts of an online news page. ● Identify the parts and structure of an online news article. ● Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.

Resources

Resources

- [Common Sense Standards Alignments \(CCSS, NGSS\)](#)

- [Common Sense Media K-12 Digital Citizenship Scope & Sequence](#)
- [New Common Sense Media Lessons \(3-5\)](#)
- [South Pasadena Digital Citizenship Website](#)



This scope and sequence is aligned to the Common Core State Standards requirements for English Language Arts & Literacy, and the International Society of Technology Education (ISTE) Standards for 21st Century Learning.

S.P.U.S.D.

Common Sense Media 6 - 8 Digital Citizenship

Scope and Sequence

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Middle School

6 - 8

Digital Citizenship Introduction

The scope and sequence for South Pasadena Middle School's digital citizenship program will primarily focus on self-image & identity as well as relationships & communication. The template below will be the blueprint for the in class lessons and assemblies for all three grade levels this year (2018-2019). As we continue to implement this program in the future, our primary focus will be on the incoming 6th graders. We will then conduct follow up lessons as they progress through their middle school years (7th & 8th grade) to serve as reminders from past lessons. The Common Sense curriculum will serve as the foundation for this program; however, research will continue to take place in order to enhance and personalize each lesson for each grade level.

Middle School

6 - 8

Why Digital Citizenship?

Digital Citizenship is all about being **safe**, **responsible**, and **respectful** online. It is also about developing **communication**, **collaboration**, **creativity**, and **critical thinking** (the 4 Cs), and helping students harness the power of technology for learning.

<https://sites.google.com/spusd.net/digitalcitizenship/digital-citizenship>



Middle School

6 - 8

Common Sense Menu

Designed and developed in partnership with Project Zero at the Harvard Graduate School of Education -- and guided by research with thousands of educators -- each digital citizenship lesson takes on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as digital learners, leaders, and citizens tomorrow.

Media Balance &
Well-Being

Privacy & Security

Digital Footprint &
Identity

Relationships &
Communication

Cyberbullying,
Digital Drama &
Hate Speech

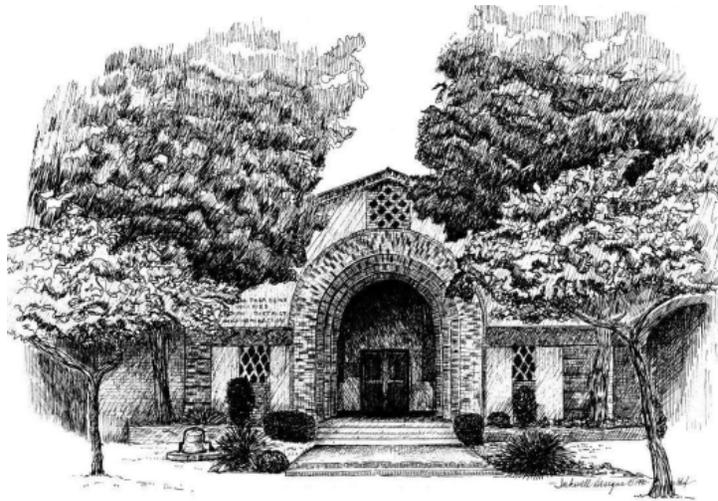
News & Media
Literacy

Digital Citizenship Category		New Common Sense Media Lesson	Essential Question	Students Will Be Able To
Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.	 Cyberbullying  Relationships & Communication	Unit 1: Lesson 4 Cyberbullying: Be Upstanding (6-8)	How do you judge the intentions and impact of people’s words and actions online?	<ul style="list-style-type: none"> ● Reflect on what it means to be brave and stand up for others offline and online. ● Learn to show empathy for those who have been cyberbullied. ● Generate multiple solutions for helping others when cyberbullying occurs.
Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.	 Self-Image & Identity	Unit 2: Lesson 1 My Media (6-8)	What are your personal media habits, and how much time do you spend with different forms of media?	<ul style="list-style-type: none"> ● Assess how much time they spend with media activities. ● Record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos). ● Formulate a viewpoint on the role that digital media plays in their lives.
Students learn that presenting themselves in different ways online carries both benefits and risks.	 Self-Image & Identity	Unit 2: Lesson 4 Which Me Should I Be? (6-8)	What are the benefits and risks of presenting yourself in different ways online?	<ul style="list-style-type: none"> ● Reflect on the benefits and risks of presenting their identities in different ways online. ● Evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. ● Judge whether certain ways people present themselves online are harmless or harmful.

Digital Citizenship Category		New Common Sense Media Lesson	Essential Question	Students Will Be Able To
Students are introduced to the concept of gender stereotypes, in both an online and offline context.	 Information Literacy  Self-Image & Identity	Unit 2: Lesson 5 Gender Stereotypes Online (6-8)	What are gender stereotypes, and how can they shape our experiences online?	<ul style="list-style-type: none"> Define gender stereotypes and their impact on people’s identities, both online and offline. Identify gender stereotypes in a virtual world for kids. Analyze opportunities and limitations for gender expression in virtual worlds.
Students discuss their impressions of peer drama, both online and as depicted on reality TV.	 Self-Image & Identity  Cyberbullying	Unit 3: Lesson 3 The Reality of Digital Drama (6-8)	Does the way we think about digital drama have anything to do with gender?	<ul style="list-style-type: none"> Reflect on their own impressions of digital drama. Compare underlying messages about drama on reality TV with “real world” digital drama among young teens. Think critically about the gender stereotypes associated with drama.
Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience.	 Privacy & Security  Digital Footprint & Reputation	Unit 3: Lesson 1 Trillion Dollar Footprint (6-8)	What is a digital footprint, and what does yours convey?	<ul style="list-style-type: none"> Learn that they have a digital footprint and that information from it can be searched, copied and passed on, and seen by a large, invisible audience, and that it can be persistent. Recognize that people’s online information can be helpful or harmful to their reputation and image. Consider their own digital footprints and what they want those footprints to be like in the future.

Resources

- [Common Sense Standards Alignments \(CCSS, NGSS\)](#)
- [Common Sense Media K-12 Digital Citizenship Scope & Sequence](#)
- [South Pasadena Digital Citizenship Website](#)



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S.P.U.S.D.

Common Sense Media 9-12 Digital Citizenship

Scope and Sequence

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High School 9-12

<https://www.commonsense.org/education/digital-bytes>



9th Grade

Bucket	Digital Byte	Essential Question	Students Will Be Able To
Our Generation	Would You #YOLO?	What does #YOLO mean to today's generation, and what does it have to do with the Internet?	<ul style="list-style-type: none"> ● Discuss how #YOLO plays out online. ● Discuss how #YOLO can impact one's online reputation or identity. ● Create and share a digital project to reflect on their learning.
	Haters and Trolls	What are the differences among teasing, harassing, cyberbullying, and trolling online?	<ul style="list-style-type: none"> ● Analyze the motives behind, for example, trolling (deliberately provoking or upsetting others online, with the intent of inciting an angry response). ● Explore how trolling affects individuals, groups, and entire communities. ● Create and share a digital project to reflect on their learning.

Bucket	Digital Byte	Essential Question	Students Will Be Able To
Interpretation	Online Tracking	Who is keeping track of what we do online, and why?	<ul style="list-style-type: none"> ● Learn about data tracking and targeted advertising and analyze how these practices affect people's privacy. ● Create and share a digital project to reflect on their learning.

Bucket	Digital Byte	Essential Question	Students Will Be Able To
Activism	Step Forward	What are the advantages of using the Internet to engage people in social causes? What are the limitations?	<ul style="list-style-type: none"> ● Explore the difference between online activism and slacktivism, a term used to describe "feel-good" actions that seem to support an issue or cause but require minimal effort. ● Create and share a digital project to reflect on their learning.
	Disconnected	What does it mean to have a healthy media diet?	<ul style="list-style-type: none"> ● Discuss the pros and cons of our daily connection with our devices and the impact these devices can have on our relationships and self-identity. ● Create and share a digital project to reflect on their learning.

Bucket	Digital Byte	Essential Question	Students Will Be Able To
Innovation	Micro-Lingo	How has technology changed the way we communicate?	<ul style="list-style-type: none">● Discuss how texting has redefined how our brains process information?.● Discuss how the development of emoticons has influenced our emotional ability to connect with others.● Create and share a digital project to reflect on their learning.

Resources

Resources

- [Common Sense Digital Bytes Facilitator Guide](#)

- [Common Sense Digital Bytes Student Site](#)