

YEAR-AT-A-GLANCE

Common Sense Grades 3-5 Digital Citizenship Curriculum			
1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>Featured Values: Cooperation, Respect, Responsibility</p> <p>1(A). Super Digital Citizen Lesson Description: Students explore what it means to be responsible and respectful to their offline and online communities as a step toward learning how to be good digital citizens. Students create digital superheroes who exhibit exemplary attributes and are able to solve digital dilemmas responsibly. (Values Aligned: Cooperation, Respect, and Responsibility)</p> <p>1(B). Digital Citizenship Pledge Lesson Description: Students will establish group norms to create a positive online community that promotes responsible and respectful digital behavior within their classroom. Students collaborate in creating a digital citizenship pledge outlining their collective social norms for exploring in and interacting with the digital world. (Values Aligned: Cooperation, Respect, and Responsibility)</p> <p>1(C). Strong Passwords Lesson Description: Students learn how to create secure passwords in order to protect their private information and accounts online. Students learn tips for creating safe passwords. (Value Aligned: Responsibility)</p> <p>1(D). Rings of Responsibility Lesson Description: Students explore what it means to be responsible and respectful of their offline and online communities as a way to learn how to be good digital citizens. (Values Aligned: Respect and Responsibility)</p> <p>1(E). Privacy Rules Lesson Description: Students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. (Value Aligned: Responsibility)</p>	<p>Featured Values: Citizenship, Pursuit of Excellence</p> <p>2(A). Private and Personal Information Lesson Description: As students visit sites that request information about their identity, they learn to adopt a critical inquiry process that empowers them to protect themselves and their families from identity theft. (Value Aligned: Pursuit of Excellence)</p> <p>2(B). The Key to Keywords Lesson Description: Students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies. (Value Aligned: Pursuit of Excellence)</p> <p>2(C). How to Cite a Site Lesson Description: Students reflect on the importance of citing all sources when they do research. Students learn how to write citations for two different types of online sources in Modern Language Association (MLA) style, and practice doing so. (Values Aligned: Citizenship and Pursuit of Excellence)</p> <p>2(D). Selling Stereotypes Lesson Description: Students explore how the media can play a powerful role in shaping our ideas about boys and girls. They practice identifying messages about gender roles in two online activity zones for kids. (Value Aligned: Pursuit of Excellence)</p>	<p>Featured Values: Fairness, Kindness</p> <p>3(A). The Power of Words Lesson Description: Students consider they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Students identify actions that make them upstanders in the face of cyberbullying. (Values Aligned: Fairness and Kindness)</p> <p>3(B). Picture Perfect Lesson Description: Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products. After learning that photos can be transformed on the computer, students first discuss how photo alteration can be both creative and, at times, deceptive. (Values Aligned: Fairness and Kindness)</p> <p>3(C). What's Cyberbullying? Lesson Description: Students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. (Values Aligned: Fairness and Kindness)</p>	<p>Featured Values: Honesty, Integrity</p> <p>4(A). Talking Safely Online Lesson Description: Students learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online. (Value Aligned: Integrity)</p> <p>4(B). You've Won a Prize! Lesson Description: Students learn what spam is, the forms it takes, and then identify strategies for dealing with it. Students compare junk mail to spam, learn tips for handling spam safely, and then use those tips to answer questions on the Is It True? (Value Aligned: Honesty)</p> <p>4(C). Whose is it, Anyway? Lesson Description: Students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others. (Values Aligned: Honesty and Integrity)</p>

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Digital Citizenship Student Instruction Required for School Certification

How much digital citizenship instructional time is required?

You have two options to meet the **MINIMUM** number of instructional hours and grades taught. Using [Common Sense digital citizenship resources](#),

- 1) In two grade levels, teach three hours, 45 minutes of digital citizenship instruction, OR
- 2) In three grade levels, teach 2 hours, 15 minutes of digital citizenship instruction.

Note that these are the minimum requirements for both the number of grades taught and the instructional hours. In order to have the biggest impact on the most students, we encourage schools to do more. For example, in a K-5 school, they could teach digital citizenship for a total of three hours, 45 minutes in all six grade levels, which is the equivalent to five lessons from our K-12 Digital Citizenship Curriculum.

You can use any combination of the below Common Sense digital citizenship resources to provide the instruction:

- K-12 Digital Citizenship Curriculum
- Digital Passport
- Digital Compass
- Digital Bytes

Follow the appropriate table below in order to understand how many lessons (or modules, story lines, or bytes — depending on the resource) are equivalent to the instructional hours required to meet the criteria.

Two Grade Levels

Resources

K-12 Curriculum	Minimum hours of instruction: 3 hours, 45 minutes	Equivalent number of lessons: 5 lessons
Digital Passport	Minimum hours of instruction: 3 hours, 45 minutes	Equivalent number of modules: 5 modules
Digital Compass	Minimum hours of instruction: 3 hours, 45 minutes	Equivalent number of story lines: 5 story lines
Digital Bytes	Minimum hours of instruction: 3 hours, 45 minutes	Equivalent number of bytes: 2 “bytes”

Three Grade Levels

Resources

K-12 Curriculum	Minimum hours of instruction: 2 hours, 15 minutes	Equivalent number of lessons: 3 lessons
Digital Passport	Minimum hours of instruction: 2 hours, 15 minutes	Equivalent number of modules: 3 modules
Digital Compass	Minimum hours of instruction: 2 hours, 15 minutes	Equivalent number of story lines: 3 story lines

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Digital Bytes

Minimum hours of instruction: 2 hours, 15 minutes

Equivalent number of bytes: 1 "bytes"

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Certified School Checklist

Use this checklist to help your school meet the requirements to become a Common Sense Digital Citizenship

PLAN

- Identify a project lead for the school.
- Register on [Common Sense Education](#) to get familiar with the digital citizenship resources.
- Form a project team with key stakeholders (teachers, students, parents/caregivers, administrators), if appropriate.
- Create your school's digital citizenship vision.
- Determine how, when, and who will provide digital citizenship instruction to students. Consider the following:
 - In which grades instruction will occur (a minimum of two is required)
 - Which [Common Sense resources](#) will be used, and on which platforms (e.g., app vs. Web-based)
 - How many hours of instruction will be taught? At a minimum:
 - In two grade levels, teach three hours, 45 minutes of digital citizenship instruction, OR in three grade levels, teach 2 hours, 15 minutes of digital citizenship instruction. All students in the chosen grades must receive instruction.
 - Which teachers will be responsible for the instruction
 - When the instruction will occur
- Develop the school's parent outreach plan to engage and educate parents using the [Connecting Families Program](#) in three distinct ways.
- Once your parent outreach and student instructional plans have been finalized, input them on the [Digital Citizenship Certified School Implementation Plan](#), which you will ultimately need to submit as part of your application.

PREPARE

- Introduce [Common Sense Education](#) and what you're doing in your school to your principal, and encourage him or her to roll out a school-wide digital citizenship program.
- Request that all educators register with [Common Sense Education](#).
- Communicate your school's commitment to digital citizenship to your parent body, staff, and students.
- Share a link to [Common Sense Education](#) on your school website (or equivalent notice board if your school doesn't have a website).

IMPLEMENT

- Implement your parent outreach and student instructional plans.
- **For new applicants only**, save at least three pieces of documentation to submit with your Common Sense Certified School application.

APPLY

- Apply to become a [Digital Citizenship Certified School](#). As part of the application, you will need to submit:
 - The [Digital Citizenship Certified School Implementation Plan](#) (new applicants only).
 - The Digital Citizenship Teacher Worksheet (optional). Educators in schools applying to become Common Sense Certified do not need to submit a separate application. The Project Lead can submit the information on their behalf using the Teacher Worksheet.
 - Three pieces of documentation (new applicants only).

CELEBRATE (Optional)

- Join our Facebook community @CommonSenseEducators to connect with other educators, share best practices, and be part of a growing professional learning network!
- Display your Common Sense Certified School badge on your school website.
- Tweet using @CommonSenseEdu #digcitcertified to share your work with your followers.
- Let your local press know of your Common Sense Certified School status.

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Parent Out Reach

What are some ways to engage parents?

Schools are required to take a whole-community approach to digital citizenship by communicating with families about and educating them on digital citizenship. You must do this in three distinct ways.

One of these efforts must be the distribution of at least one Common Sense [Family Tip Sheet](#) or the [Family Media Agreement](#) to all parents/caregivers.

You must also implement two additional efforts. Examples include but are not limited to:

- Hosting a school-wide parent education evening with a [teen panel](#) with materials, ideas, and best practices from the [Connecting Families program](#).
- Training Title 1 coordinators and/or PTA/PTO leaders to facilitate ongoing family engagement activities, such as [informal discussion groups](#) using [Connecting Families resources](#).
- Publishing an article about the importance of digital citizenship in the school newsletter.
- Posting a link to [Common Sense Media](#) on the school website.
- Embedding the Common Sense parent advice blog widget onto the school website.
- Give your parents easy access to advice on parenting in the digital age by adding our [Making Sense blog widget](#) for families to your school's site.

Application

The Digital Citizenship School Application requires various pieces of documentation. What should I plan to submit?

• [Digital Citizenship Certified School Implementation Plan](#)

• At least three of the following examples:

- Photos of students (Media Releases Required) engaging in lessons or interactive activities in which it's clear that Common Sense resources are being used.
- A lesson plan or course syllabus including mention of and/or links to Common Sense resources.
- A sample of student work in which concepts learned from Common Sense resources are evident.
- A screenshot of, or a link to, your teacher website showing a link to Common Sense and/or a description of work you're doing with students.
- A screenshot of your Digital Passport Student Group Summary or Student Group Overview.
- An email sent to your principal letting him or her know about your efforts around digital citizenship.
- A screenshot of a student's Digital Compass assessment.
- A sample from Digital Bytes.

How do I apply?

Apply to be a Common Sense School [HERE](#)

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Resources

What resources can schools use for student instruction?

- K-12 Digital Literacy and Citizenship Curriculum
<http://www.common sense media.org/educators/scope-and-sequence>
- Nearpod
<http://www.nearpod.com/digitalcitizenship>
- K–12 Digital Literacy and Citizenship Curriculum available on iBooks:
<http://search.itunes.apple.com/WebObjects/MZContentLink.woa/wa/link?path=commonsensemedia>
- Digital Passport™
Web version: <http://www.digitalpassport.org>
- Digital Compass
<https://www.common sense media.org/educators/digital-compass>
- Digital Bytes
<http://digitalbytes.common sense media.org>

What professional development resources does Common Sense Education have to help educators meet the criteria?

To fulfill Digital Citizenship School criteria, we ask that professional development be provided to staff designated for leading student instruction. The following online resources can be used:

- ï [Common Sense curriculum narrated tutorial](#)
- ï [Common Sense facilitated webinars](#)
- ï [Digital Passport training videos](#)
- ï edWeb at <http://www.edweb.net/digitalcitizenship>
- ï Edmodo at <https://www.edmodo.com/home#/publisher/digitalcitizenship>
- ï [Whats New at Common Sense Education](#)

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Alignment of [ASCA Domains, Mindsets and Behavior Standards](#)

ASCA Domains

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students.

The definitions of each domain are as follows:

Lessons are aligned as follows:

<p>Academic Development</p> <p>Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.</p>	<p>1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)</p>
<p>Career Development</p> <p>Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make successful transition from school to postsecondary education and/ or the world of work and from job to job across the life span.</p>	<p>2(C); 2(D); 4(C)</p>
<p>Social/Emotional Development</p> <p>Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.</p>	<p>1(A); 1(B); 1(D); 1(E); 2(A); 2(B); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)</p>

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

Mindset Standards are as follows:

Lessons are aligned as follows:

<p>1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p>	<p>1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)</p>
<p>2. Self-confidence in ability to succeed.</p>	<p>1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)</p>
<p>3. Sense of belonging in the school environment.</p>	<p>1(A); 1(B); 1(C); 1(D); 2(B); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B), 4(C)</p>
<p>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.</p>	<p>2(C); 2(D); 4(C)</p>
<p>5. Belief in using abilities to their fullest to achieve high quality results and outcomes.</p>	<p>1(A); 1(B); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(C); 4(A); 4(B); 4(C)</p>
<p>6. Positive attitude toward work and learning.</p>	<p>1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)</p>

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Alignment of [ASCA Domains, Mindsets and Behavior Standards](#)

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Lessons Aligned as follows:	Self-Management Skills	Lessons Aligned as follows:	Social Skills	Lessons Aligned as follows:
1. Demonstrate critical-thinking skills to make informed decisions.	1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)	1. Demonstrate ability to assume responsibility.	1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)	1. Use effective oral and written communication skills and listening skills.	1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)
2. Demonstrate creativity.	1(A); 1(B); 1(C); 4(B)	2. Demonstrate self-discipline and self-control.	1(B); 1(D); 1(E); 2(A); 2(D); 3(A); 3(C); 4(A)	2. Create positive and supportive relationships with other students.	1(A); 1(B); 1(C); 1(D); 2(A); 2(B); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B)
3. Use time-management, organizational and study skills.		3. Demonstrate ability to work independently.	1(A); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(B); 4(C)	3. Create relationships with adults that support success.	1(B); 1(D); 1(E); 2(D); 4(A)
4. Apply self-motivation and self-direction to learning.		4. Demonstrate ability to delay immediate gratification for long-term rewards.	3(C)	4. Demonstrate empathy.	1(A); 1(D); 3(A); 3(B); 3(C);
5. Apply media and technology skills.	1(E); 2(B); 2(C); 2(D);	5. Demonstrate perseverance to achieve long- and short-term goals.		5. Demonstrate ethical decision-making and social responsibility.	1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)
6. Set high standards of quality.	1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)	6. Demonstrate ability to overcome barriers to learning.	2(B); 2(D)	6. Use effective collaboration and cooperation skills.	1(B); 1(C); 1(D); 1(E); 2(B); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)
7. Identify long- and short-term academic goals, career and social/emotional goals.		7. Demonstrate effective coping skills when faced with a problem.	1(A); 3(A); 3(C); 4(A); 4(B)	7. Use leadership and teamwork skills to work effectively in diverse teams.	2(D)
8. Actively engage in challenging coursework.	1(A); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)	8. Demonstrate the ability to balance school, home and community activities.		8. Demonstrate advocacy skills and ability to assert self, when necessary.	1(A); 1(C); 1(E); 2(A); 2(D); 3(A); 3(B); 3(C); 4(A)
9. Gather evidence and consider multiple perspectives to make informed decisions.	1(B); 1(D); 1(E); 2(A); 2(B); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B)	9. Demonstrate personal safety skills.	1(B); 1(C); 1(E); 2(A); 2(D); 3(A); 3(C); 4(A); 4(B)	9. Demonstrate social maturity and behaviors appropriate to the situation and environment.	1(A); 1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)
10. Participate in enrichment and extracurricular activities.		10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	1(B); 1(C); 1(D); 2(A); 2(D); 3(B); 3(C); 4(A)		