

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 1(A)</p> <p>Lesson Title: Digital Life 101</p> <p>Value(s) Aligned: Responsibility</p> | | | | <p>Pacing</p> <p>August 19 -October 24, 2019</p> <p>September 2 -Legal Holiday September 30 -Teacher Planning Day October 9 -Teacher Planning Day October 25- Teacher Planning Day (No Opt)</p> |
|--|--|---|--|---|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Language Arts- LAFS.6.RI.2.4</p> <p>Science- SC.68.CS-PC.1.2 SC.68.CS-PC.2.1</p> | <p><i>What is the place of digital media in our lives?</i></p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> Learn about the 24/7, social nature of digital media. Explore their digital lives. Learn that it is important to act responsibly when carrying out relationships over digital media. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Self-Awareness Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> - identify emotions - accurate self-perception - reflecting | <p>Estimated Lesson Time: 45 minutes</p> <p>Suggested Grade-Level: 6th Grade</p> <p>Materials and Preparation: pages can be found as you scroll</p> <ul style="list-style-type: none"> Preview the video "Digital Life 101 Animation," and prepare to show it to students. Study Digital Life Glossary Student Handout, page 5 Complete My Media Life Is Like ... Student Handout –Page 6 Complete Got Media Smarts? Student Handout, - pages 9-10 Assessment- page 7 <p>Family Resources:</p> <ul style="list-style-type: none"> Send home and post the Digital Life Family Tip Sheet on school website. (Spanish Version) |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Common Sense Grades 6-8 Digital Citizenship Curriculum | | | | Pacing |
|---|---|---|--|---|
| <p>Year-At-A-Glance Lesson Number: 1(B)</p> <p>Lesson Title: Scams and Schemes</p> <p>Value(s) Aligned: Cooperation and Responsibility</p> | | | | <p>August 19 -October 24, 2019</p> <p>September 2 -Legal Holiday September 30 -Teacher Planning Day October 9 -Teacher Planning Day October 25- Teacher Planning Day (No Opt)</p> |
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources And MDCPS Suggestions |
| <p>Language Arts- LAFS.7.W.1.1 LAFS.7.W.1.2</p> <p>Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.1 SC.68.CS-PC.3.1</p> | <p><i>What is identity theft, and how can you protect yourself from it?</i></p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand what identity theft is and why it is important to guard against it. Learn to recognize strategies that scam artists use to access private information. Learn how to guard against phishing and identity theft. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Social Awareness Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Respect for others Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 7th Grade</p> <p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> Paper and markers or colored pencils (or computers with Microsoft Office if you are using the high-tech option in Teach 3) of the lesson plan. Complete Spotting Scams Student Handout, Pages 6-7 Review the Spotting Scams Student Handout — Teacher Version, Pages 8-10 Assessment- Page 11 <p><u>Family Resources:</u></p> <ul style="list-style-type: none"> Send home and post the Online Security Family Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 1(C)</p> <p>Lesson Title: Gender Stereotypes Online</p> <p>Value(s) Aligned: Respect and Responsibility</p> | | | | <p>Pacing</p> <p>August 19 -October 24, 2019</p> <p>September 2 -Legal Holiday September 30 -Teacher Planning Day October 9 -Teacher Planning Day October 25- Teacher Planning Day (No Opt)</p> |
|---|---|---|--|---|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Language Arts- LAFS.8.RI.1.3</p> <p>Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.1</p> <p>Visual Arts- VA.68.C.3</p> | <p><i>What are gender stereotypes, and how can they shape our experiences online?</i></p> | <p><i>Students will be able to...</i></p> <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. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Self-Awareness Social Awareness Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Identify emotions Accurate self-perception Perspective-taking Appreciate diversity Respect for others Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 8th Grade</p> <p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> Complete Dress Up Your Avatar Student Handout, Pages 7-8 Set up students' dummy accounts for the virtual world SecretBuilders, one for each pair of students. Refer to the Dress Up Your Avatar Student Handout-Teacher Version for guidance. Pages 9-10 Review the Gender and Digital Life Teacher Backgrounder. Pages 11-12 Check with your school about firewalls. You may need to clear the URL for SecretBuilders. To learn more about SecretBuilders, read Common Sense Media's review at: https://www.common sense media.org/web-site-reviews/secretbuilders. <p><u>Family Resources:</u></p> <ul style="list-style-type: none"> Send home and post the Boys, Girls, and Media Messages Family Tip Sheet on school website. (Spanish Version) |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 1(D)</p> <p>Lesson Title: Trillion Dollar Footprint</p> <p>Value(s) Aligned: Responsibility</p> | | | | <p>Pacing</p> <p>August 19 -October 24, 2019</p> <p>September 2 -Legal Holiday September 30 -Teacher Planning Day October 9 -Teacher Planning Day October 25- Teacher Planning Day (No Opt)</p> |
|---|--|--|--|---|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Language Arts- LAFS.8.RI.1.3</p> <p>Science- SC.68.CS-PC.1.2 SC.68.CS-PC.2.1</p> | <p><i>What is a digital footprint, and what does yours convey?</i></p> | <p><i>Students will be able to...</i></p> <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. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Social Awareness Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> - Perspective-taking - Respect for others - Communication - Social engagement - Relationship building - Teamwork - Identify problems - Analyzing solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 8th Grade</p> <p>Materials and Preparation:</p> <ul style="list-style-type: none"> Preview the video “The Digital Footprint,” and prepare to show it to students. Students will complete Choose a Host Student Handout, Page 5 Review the Choose a Host Student Handout – Teacher Version. Page 15 Students will complete My Digital Footprint Student Handout, one for every student. Page 14 Students will complete and review the Feedback Form, Page 13 Students will complete the Assessment, Page 24 <p>Family Resources:</p> <ul style="list-style-type: none"> Send home and post the Protecting and Respecting Privacy Family Tip Sheet on school website. (Spanish Version) |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 2(A)</p> <p>Lesson Title: Strategic Searching</p> <p>Value(s) Aligned: Pursuit of Excellence</p> | | | | <p>Pacing</p> <p>October 28, 2019 - January 16, 2020</p> <p>November 4 –Teacher Planning Day (No Opt) November 11- Legal Holiday November 27- Teacher Planning Day November 28 -Legal Holiday November 29- Recess December 23, 2019-January 3, 2020-Recess Days</p> |
|--|---|---|---|--|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Language Arts- LAFS.7.RI.2.4</p> <p>Science- SC.68.CS-PC.2.6 SC.68.CS-PC.3.3</p> | <p><i>What steps can help you find what you are looking for when you search online?</i></p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand the importance of using a variety of search strategies. Master new strategies for effective and efficient online searches. Learn to create and execute a five-step plan for conducting an online search. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Self-Management Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Goal-Setting Organizational Skills Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 7th Grade</p> <p>Materials and Preparation:</p> <ul style="list-style-type: none"> Download the Tips for Strategic Searching Student Handout, Pages 8-9 Download the Make a Search Plan Student Handout, Pages 6-7 Prepare computer access for student groups to do online research. Students will complete the Assessment , Page 10 <p>Family Resources:</p> <ul style="list-style-type: none"> Send home and post the Strategic Searching Family Tip Sheet (Spanish Version) on school website. <p>Note: This lesson emphasizes informal online searching, rather than academic research specifically for school. In their everyday lives, students search or surf for information online. This lesson helps students think critically about their online searches so they are effective and produce relevant results. Much of what students learn can be applied to their schoolwork as well. In this lesson, we encourage you to use search engines that students typically use on their own, such as Google, Yahoo!, and Bing.</p> |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 2(B)</p> <p>Lesson Title: A Creator's Rights</p> <p>Value(s) Aligned: Pursuit of Excellence</p> | | | | <p>Pacing</p> <p>October 28, 2019 - January 16, 2020</p> <p>November 4 –Teacher Planning Day (No Opt) November 11- Legal Holiday November 27- Teacher Planning Day November 28 -Legal Holiday November 29- Recess December 23, 2019-January 3, 2020-Recess Days</p> |
|---|---|--|--|--|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Art- VA.68.S.1 VA.68.F.1</p> <p>Music- MU.68.S.1 MU.68.F.1</p> <p>Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.1.4 SC.68.CS-PC.4.1 SC.68.CS-PC.4.2 SC.68.CS-PC.4.3</p> <p>Theatre- TH.68.S.1 TH.68.F.1</p> | <p><i>What rights do you have as a creator?</i></p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand that copyright is a legal system that protects their rights to creative work. Compare different ways people license their copyrighted work. Create an original song, perform it in front of the class, and reflect on their copyright for the song. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Self-Awareness Social-Awareness Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Recognize Strengths Respect for others Communication Social engagement Relationship building Teamwork Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 7th Grade</p> <p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> Preview the video “Nicole’s Story – Copyrighting Creative Work,” and prepare to show it to students. Review 411 for Creators Student Handout, pages 6-7 and The Truth About Happy Birthday Student Handout, pages 8-9, for all students. If using audiovisual recording for “The Truth about ‘Happy Birthday’” activity, get the technology ready. Review the Respecting Creative Work Teacher Backgrounder and the 411 for Creators Student Handout – Teacher Version. If completing the Extension Activity, copy and distribute the Copyright Detectives Student Handout to all students. Review the Copyright Detectives Student Handout – Teacher Version for guidance. <p><u>Family Resources:</u></p> <ul style="list-style-type: none"> Send home and post the Respecting Creative Work Family Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 2(C)</p> <p>Lesson Title: A Creator's Responsibilities</p> <p>Value(s) Aligned: Citizenship and Pursuit of Excellence</p> | | | | <p>Pacing</p> <p>October 28, 2019 - January 16, 2020</p> <p>November 4 –Teacher Planning Day (No Opt) November 11- Legal Holiday November 27- Teacher Planning Day November 28 -Legal Holiday November 29- Recess December 23, 2019-January 3, 2020-Recess Days</p> |
|---|---|---|--|--|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Art- VA.68.S.1 VA.68.F.1</p> <p>Music- MU.68.S.1 MU.68.S.2</p> <p>Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.1.4 SC.68.CS-PC.4.1 SC.68.CS-PC.4.2 SC.68.CS-PC.4.3</p> <p>Theatre- TH.68.S.1 TH.68.F.1</p> | <p><i>What responsibilities do you have to respect others' creative work?</i></p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities. Understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. Brainstorm solutions to dilemmas creators might encounter. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Social Awareness Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Respect for others Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 8th Grade</p> <p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> Preview the video "Henry's Story – Making Mashups," and be prepared to play the video for the class. Complete A Creator's Responsibilities Discussion Guide, one for each student. Pages 4-5 Review the A Creator's Responsibilities Discussion Guide Discussion Guide – Teacher Version. Pages 6-11 <p><u>Family Resources:</u></p> <ul style="list-style-type: none"> Send home and post the Respecting Creative Work Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 2(D)</p> <p>Lesson Title: Identifying High-Quality Sites</p> <p>Value(s) Aligned: Pursuit of Excellence</p> | | | <p style="text-align: center;">Pacing</p> <p style="text-align: center;">October 28, 2019 - January 16, 2020</p> <p style="text-align: center;">November 4 –Teacher Planning Day (No Opt) November 11- Legal Holiday November 27- Teacher Planning Day November 28 -Legal Holiday November 29- Recess December 23, 2019-January 3, 2020-Recess Days</p> | | |
|---|---|---|---|---|--|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions | |
| <p>Language Arts- LAFS.6.RI.3.7</p> <p>Science- SC.68.CS-PC.3.3</p> | <p><i>When can you trust what you find on the Internet?</i></p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites. Learn criteria that will help them evaluate websites. Apply the criteria to a site to determine how trustworthy and useful it is. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 6th Grade</p> <p>Materials and Preparation:</p> <ul style="list-style-type: none"> Preview the images and slideshow from the Huffington Post article “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast.” Prepare to show them to students. Review the Test Before You Trust Student Handout –Teacher Version. Preview the sites listed on the handout, and read through the discussion questions and the Website Test that students will perform. Copy the two-page Test Before You Trust Student Handout, one for each pair of students. <p>Note: Depending on what news stories are trending, the Huffington Post may feature controversial sidebar content on its site. You can work around this by presenting the Hurricane Sandy slideshow in full-screen mode, or by taking screen shots of the “real” photos and show them to students offline. Alternatively, you can explore Snopes.com’s “Hurricane Sandy Photographs” as a class and modify the discussion questions accordingly (www.snopes.com/photos/natural/sandy.asp).</p> <p>Family Resources:</p> <ul style="list-style-type: none"> Send home and post the Research and Evaluation Family Tip Sheet (Spanish Version) on school website. | |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| <p>Year-At-A-Glance Lesson Number: 2(E)</p> <p>Lesson Title: Rework, Reuse, Remix</p> <p>Value(s) Aligned: Pursuit of Excellence</p> | | | | <p>Pacing</p> <p>October 28, 2019 - January 16, 2020</p> <p>November 4 –Teacher Planning Day (No Opt) November 11- Legal Holiday November 27- Teacher Planning Day November 28 -Legal Holiday November 29- Recess December 23, 2019-January 3, 2020-Recess Days</p> |
|---|---|---|--|--|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Art- VA.68.S.1 VA.68.F.1</p> <p>Music- MU.68.S.1 MU.68.S.2</p> <p>Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.1.4 SC.68.CS-PC.4.1 SC.68.CS-PC.4.2 SC.68.CS-PC.4.3</p> <p>Theatre- TH.68.S.1 TH.68.F.1</p> | <p><i>What rights do you have as a creator?</i></p> | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Identify the key points required for a creative work to fall under fair use. Judge whether or not the two case studies can be called fair use. Understand the value of fair use by reworking and remixing copyrighted material in a collage or video. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> Social Awareness Relationship Skills Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> Respect for others Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 6th Grade</p> <p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> Magazines, scissors, construction paper, and glue for the low-tech magazine collage, or student Internet access and sound for the high-tech remix video (Teach 3) of the lesson plan. Use of Internet access to show public domain and fair use case studies to the class. Preview Project Gutenberg and "The Commons" on Flickr and prepare to show the sites to students. Review the Four Points of Fair Use Student Handout, Page 7, Preview the case study video options- "Scary Mary" and "United State of Pop 2012 (Shine Brighter)" in (Teach 2) of the lesson plan, and prepare to show them to students. <p><u>Family Resources:</u></p> <ul style="list-style-type: none"> Send home and post the Respecting Creative Work Family Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Year-At-A-Glance Lesson Number: 3(A) Lesson Title: Cyberbullying: Be Upstanding Value(s) Aligned: Fairness and Kindness | | | | Pacing January 17, 2020 – March 20, 2020 January 20-Legal Holiday February 17- Legal Holiday March 23-27 –Recess Days |
|--|---|---|--|---|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| Language Arts- LAFS.7.SL.2.4 Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.2 SC.68.CS-PC.2.3 | <i>How do you judge the intentions and impact of people’s words and actions online?</i> | <i>Students will be able to...</i> <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. | <u>SEL Core Competencies:</u> <ul style="list-style-type: none"> • Self- Awareness • Social Awareness • Relationship skills • Responsible Decision-Making <u>Competencies Behaviors:</u> <ul style="list-style-type: none"> - Identify emotions - Accurate self- perceptions - Empathy - Respect for others - Identify problems - Analyzing solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility | <i>Estimated Lesson Time: 45 minutes</i> Suggested Grade-Level: 7 th Grade <u>Materials and Preparation:</u> <ul style="list-style-type: none"> • Drawing paper and markers (for all students). • Review and complete Why Care? Student Handout, Pages 5-6 • Students will Assessment, Page 7 <u>Family Resources:</u> <ul style="list-style-type: none"> • Send home and post the Cyberbullying Family Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Year-At-A-Glance Lesson Number: 3(B) | | | | Pacing January 17, 2020 – March 20, 2020 January 20-Legal Holiday February 17- Legal Holiday March 23-27 –Recess Days | |
|---|---|---|---|--|--|
| Lesson Title: The Reality of Digital Drama | | | | | |
| Value(s) Aligned: Kindness | | | | | |
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions | |
| Language Arts- LAFS.8.RI.1.3 Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.2 SC.68.CS-PC.2.3 Visual Arts- VA.68.C.3 | <i>Does the way we think about digital drama have anything to do with gender?</i> | <i>Students will be able to...</i> <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. | <u>SEL Core Competencies:</u> <ul style="list-style-type: none"> • Self-Awareness • Relationship Skills • Responsible Decision-Making <u>Competencies Behaviors:</u> <ul style="list-style-type: none"> - Identify emotions - Accurate self-perception - Communication - Social engagement - Relationship building - Teamwork - Identify problems - Analyzing solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility | Estimated Lesson Time: 45 minutes Suggested Grade-Level: 8 th Grade Materials and Preparation: <ul style="list-style-type: none"> • Review the Gender and Digital Life Teacher Backounder. • Preview the videos “Discussing Digital Drama” and “The Real Housewives Series Video Clips,” and prepare to how them to students. • Complete Dissecting Drama Student Handout, Page 6 Family Resources: <ul style="list-style-type: none"> • Send home and post the Dealing with Digital Drama Family Tip Sheet (Spanish Version) on school website. | |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Year-At-A-Glance Lesson Number: 3(C) Lesson Title: Cyberbullying: Crossing the Line Value(s) Aligned: Fairness and Kindness | | | | Pacing January 17, 2020 – March 20, 2020 January 20-Legal Holiday February 17- Legal Holiday March 23-27 –Recess Days |
|--|---|--|--|---|
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources And MDCPS Suggestions |
| Language Arts- LAFS.6.SL.2.4 Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.2 SC.68.CS-PC.2.3 | <i>When does inappropriate online behavior cross the line to cyberbullying, and what can you do about it?</i> | <i>Students will be able to...</i> <ul style="list-style-type: none"> Analyze online bullying behaviors that “cross the line.” Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. Adopt the point of view of teens who have been cyberbullied, and offer solutions. | <u>SEL Core Competencies:</u> <ul style="list-style-type: none"> Self- Awareness Self-Management Social Awareness Relationship skills Responsible Decision-Making <u>Competencies Behaviors:</u> <ul style="list-style-type: none"> Identify emotions Stress-management Self-discipline Empathy Respect for others Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | <i>Estimated Lesson Time: 45 minutes</i> Suggested Grade-Level: 6 th Grade <u>Materials and Preparation:</u> <ul style="list-style-type: none"> Preview the video, “Stacey’s Story – When Rumors Escalate,” and prepare to show it to students. Complete Cyberbullying: Crossing the Line Student Discussion Guide, Pages 4-5 Review the Cyberbullying: Crossing the Line Student Discussion Guide–Teacher Version, Pages 6-9 <u>Family Resources:</u> <ul style="list-style-type: none"> Send home and post the Cyberbullying Family Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Year-At-A-Glance Lesson Number: 4(A) | | | | Pacing March 30,2020 - June 3, 2020 April 10- Teacher Planning Day May 25 – Legal Holiday June 4 – Teacher Planning Day | |
|--|---|--|--|--|--|
| Lesson Title: My Media | | | | | |
| Value(s) Aligned: Honesty and Integrity | | | | | |
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions | |
| Mathematics- MAFS.6.SP.2.5 Science- SC.68.CS-CC.1.1 SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.3 Visual Arts- VA.68.F.1 VA.68.F.3 | <i>What are your personal media habits, and how much time do you spend with different forms of media?</i> | <i>Students will be able to...</i> <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. | <u>SEL Core Competencies:</u> <ul style="list-style-type: none"> Self-Awareness Social Awareness Relationship Skills Responsible Decision-Making <u>Competencies Behaviors:</u> <ul style="list-style-type: none"> - Accurate self-perception - Empathy - Respect for others - Communication - Social engagement - Relationship building - Teamwork - Analyzing solutions - Solving problems - Reflecting - Ethical responsibility | Estimated Lesson Time: 45 minutes Suggested Grade-Level: 6 th Grade Materials and Preparation: <ul style="list-style-type: none"> Students will complete My Media Log Student Handout, Page 5 Note: Students should fill in their My Media Logs for an entire day before coming to class. <ul style="list-style-type: none"> Students will complete My Media Bar Graph Student Handout, Page 4 Students will complete Assessment, Page 6 Optional: Preview the National Center for Educational Statistics Kids' Zone Create a Graph tool. Optional: Copy the My Media Log Student Handout for the At-Home Activity, two for each student. Family Resources: <ul style="list-style-type: none"> Send home and post the Digital Life Family Tip Sheet (Spanish Version) on school website. | |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Year-At-A-Glance Lesson Number: 4(B) | | | | Pacing March 30,2020 - June 3, 2020 April 10- Teacher Planning Day May 25 – Legal Holiday June 4 – Teacher Planning Day | |
|---|---|--|---|---|--|
| Lesson Title: Safe Online Talk | | | | | |
| Value(s) Aligned: Honesty and Integrity | | | | | |
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions | |
| Language Arts- LAFS.8.SL.1.1 LAFS.8.W.1.1 LAFS.8.W.2.4 Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2 SC.68.CS-PC.2.1 SC.68.CS-PC.2.2 | <i>How should you handle inappropriate online talk?</i> | <i>Students will be able to...</i> <ul style="list-style-type: none"> Describe positive aspects of online talking and messaging. Identify situations in which flirting and chatting become inappropriate and risky. Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online. | <u>SEL Core Competencies:</u> <ul style="list-style-type: none"> Self-Awareness Self-Management Relationship Skills Responsible Decision-Making <u>Competencies Behaviors:</u> <ul style="list-style-type: none"> Identify emotions Accurate self-perceptions Respect for others Communication Social engagement Relationship building Teamwork Identify problems Analyzing solutions Solving problems Evaluating Reflecting Ethical responsibility | Estimated Lesson Time: 45 minutes Suggested Grade-Level: 8 th Grade <u>Materials and Preparation:</u> <ul style="list-style-type: none"> Half-size sheets of paper, three for every student. Green, yellow, and red markers or colored pencils, one set for each group of four to five students. Preview the video, "Perspectives on Chatting Safely Online," and prepared to show it to students. Students will complete Take Three Student Handout, Page 3 Complete the Internet Traffic Light Student Handout, Pages 9-12 Review the Take Three Student Handout–Teacher Version. Review the Internet Traffic Light Student Handout–Teacher Version. Read the Communicating Safely Online Teacher Backgrounder. <u>Family Resources:</u> <ul style="list-style-type: none"> Send home and post the Safe Online Talk Family Tip Sheet (Spanish Version) on school website. | |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

| Common Sense Grades 6-8 Digital Citizenship Curriculum | | | | Pacing |
|--|--|--|---|---|
| <p>Year-At-A-Glance Lesson Number: 4(C)</p> <p>Lesson Title: Which Me Should I Be?</p> <p>Value(s) Aligned: Honesty and Integrity</p> | | | | <p>March 30,2020 - June 3, 2020</p> <p>April 10- Teacher Planning Day May 25 – Legal Holiday June 4 – Teacher Planning Day</p> |
| Florida Standards Alignment | Essential Question | Lesson Targets | Collaborative for Academic Social and Emotional Learning (CASEL) | Common Sense Media Additional Resources and MDCPS Suggestions |
| <p>Language Arts- LAFS.7.W.1.3</p> <p>Science- SC.68.CS-PC.1.1 SC.68.CS-PC.1.2</p> | <p><i>What are the benefits and risks of presenting yourself in different ways online?</i></p> | <p><i>Students will be able to...</i></p> <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. | <p><u>SEL Core Competencies:</u></p> <ul style="list-style-type: none"> • Self-Awareness • Social Awareness • Relationship Skills • Responsible Decision-Making <p><u>Competencies Behaviors:</u></p> <ul style="list-style-type: none"> - Identify emotions - Accurate self-perception - Self-confidence - Perspective-taking - Respect for others - Communication - Social engagement - Relationship building - Teamwork - Identify problems - Analyzing solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility | <p><i>Estimated Lesson Time: 45 minutes</i></p> <p>Suggested Grade-Level: 7th Grade</p> <p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> • Preview the video, "Henry's Story – Creating Online Identities," and be prepared to play the video for the class. • Students will complete Take a Stand Student Handout, Pages 5-6 • Review the Take a Stand Student Handout – Teacher Version, Pages 7-8 • Prepare the classroom by clearing space in the room and creating a HARMLESS/HARMFUL line with tape down the center of the room. Refer to (Teach 2) part of the lesson plan. <p><u>Family Resources:</u></p> <ul style="list-style-type: none"> • Send home and post the Self-Expression and Identity Family Tip Sheet (Spanish Version) on school website. |

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

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:

| | |
|---|--|
| <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>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><u>Social/Emotional Development</u></p> | <p>Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.</p> |

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

Mindset Standards are as follows:

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

District Pacing Guide for Digital Citizenship School Certification

Common Sense Grades 6-8 Digital Citizenship Curriculum

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