

YEAR-AT-A-GLANCE

| Common Sense Grades K-2 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). Going Places Safely (Unit 1) Lesson Description: Students learn that they can go to exciting places online, but they need to follow certain rules. (Value Aligned: Responsibility)</p> <p>1(B). Staying Safe Online (Unit 2) Lesson Description: Students understand that they should stay safe online by, choosing websites that are good for them to visit, and avoid sites that are not appropriate for them. (Values Aligned: Cooperation and Responsibility)</p> <p>1(C). Follow the Digital Trail (Unit 2) Lesson Description: Students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful, or hurtful, depending on how they manage it. (Values Aligned: Respect and Responsibility)</p> <p>1(D). Powerful Passwords (Unit 3) Lesson Description: Students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. (Value Aligned: Responsibility)</p> <p>1(E). Keep It Private (Unit 1) Lesson Description: Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. (Value Aligned: Responsibility)</p> | <p>Featured Values: Citizenship, Pursuit of Excellence</p> <p>2(A). A-B-C Searching (Unit 1) Lesson Description: 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. (Values Aligned: Citizenship and Pursuit of Excellence)</p> <p>2(B). Sites I like (Unit 2) Lesson Description: Students explore and evaluate an informational website for children. Students discover that people's opinions about the quality and usefulness of a site will vary. (Value Aligned: Pursuit of Excellence)</p> <p>2(C). Things for Sale (Unit 3) Lesson Description: Students examine product websites and understand that the purpose of the site is to encourage buying the product. Students learn methods used to promote products on these sites. (Value Aligned: Pursuit of Excellence)</p> <p>2(D). My Creative Work (Unit 1) Lesson Description: Students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce. (Value Aligned: Citizenship)</p> | <p>Featured Values: Fairness, Kindness</p> <p>3(A). Screen Out the Mean (Unit 2) Lesson Description: Students learn that children sometimes act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. (Value Aligned: Kindness)</p> <p>3(B). Show Respect Online (Unit 3) Lesson Description: Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. (Values Aligned: Fairness and Kindness)</p> <p>3(C). Using Keywords (Unit 2) Lesson Description: Students understand that keywords searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results. (Values Aligned: Fairness and Kindness)</p> | <p>Featured Values: Honesty, Integrity</p> <p>4(A). My Online Community (Unit 3) Lesson Description: 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. (Values Aligned: Honesty and Integrity)</p> <p>4(B). Writing Good Emails (Unit 3) Lesson Description: Students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. (Values Aligned: Honesty and Integrity)</p> <p>4(C). Sending Email (Unit 1) Lesson Description: Students explore how they can use email to communicate with real people within their schools, families, and communities. (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

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| 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 Schools](#) 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

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| <p>What are some ways to engage parents?</p> | <p>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.</p> <p>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.</p> <p>You must also implement two additional efforts. Examples include but are not limited to:</p> <ul style="list-style-type: none"> ï Hosting a school-wide parent education evening with a teen panel with materials, ideas, and best practices from the Connecting Families program. ï Training Title 1 coordinators and/or PTA/PTO leaders to facilitate ongoing family engagement activities, such as informal discussion groups using Connecting Families resources. ï Publishing an article about the importance of digital citizenship in the school newsletter. ï Posting a link to Common Sense Media on the school website. ï Embedding the Common Sense parent advice blog widget onto the school website. ï 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. |
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Application

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| <p>The Digital Citizenship New School Application requires various pieces of documentation. What should I plan to submit?</p> | <ul style="list-style-type: none"> ï Digital Citizenship Certified School Implementation Plan ï Digital Citizenship Teacher Worksheet, if applicable <p>ï At least three of the following examples:</p> <ul style="list-style-type: none"> ï Photos of students (Media Releases Required) engaging in lessons or interactive activities in which it's clear that Common Sense resources are being used. ï A lesson plan or course syllabus including mention of and/or links to Common Sense resources. ï A sample of student work in which concepts learned from Common Sense resources are evident. ï 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. ï A screenshot of your Digital Passport Student Group Summary or Student Group Overview. ï An email sent to your principal letting him or her know about your efforts around digital citizenship. ï A screenshot of a student's Digital Compass assessment. ï A sample from Digital Bytes. <p>How do I apply? Apply to be a Common Sense Digital Citizenship Certified School HERE.</p> |
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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>
- 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>

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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:

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| <p>Academic Development 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(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C)</p> |
| <p>Career Development 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>1(C); 2(D); 4(A); 4(B); 4(C)</p> |
| <p>Social/Emotional Development Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.</p> | <p>1(A); 1(B); 1(C); 1(E); 2(C); 2(D); 3(A); 3(B); 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:

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| <p>1. Belief in development of whole self, including a health balance of mental, social/emotional and physical well-being.</p> | <p>1(B); 1(C); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 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(D); 3(A); 3(B); 3(C); 4(A)</p> |
| <p>3. Sense of belonging in the school environment.</p> | <p>1(B); 1(C); 1(D); 3(A); 3(B); 3(C); 4(A)</p> |
| <p>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.</p> | <p>4(A); 4(B); 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(C); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 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(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(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(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(D); 2(C); 4(A) | 2. Demonstrate self-discipline and self-control. | 1(B); 1(C); 1(E); 2(A); 3(A); 3(B); 4(B); 4(C) | 2. Create positive and supportive relationships with other students. | 1(B); 1(C); 1(D); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C) |
| 3. Use time-management, organizational and study skills. | 1(A); 2(A); 2(C) | 3. Demonstrate ability to work independently. | 1(A); 1(D); 1(E); 2(A); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C) | 3. Create relationships with adults that support success. | 1(A); 1(B); 1(C); 1(E); 4(A) |
| 4. Apply self-motivation and self-direction to learning. | 1(A); 1(C); 2(A); 2(C); 4(B); 4(C) | 4. Demonstrate ability to delay immediate gratification for long-term rewards. | 3(A); 3(B) | 4. Demonstrate empathy. | 3(A); 3(B) |
| 5. Apply media and technology skills. | 1(A); 1(E); 2(A); 2(B); 2(C); 3(C); 4(B); 4(C) | 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(B); 2(D); 3(A); 3(B); 4(A) |
| 6. Set high standards of quality. | 1(B); 1(C); 1(D); 1(E); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 4(A); | 6. Demonstrate ability to overcome barriers to learning. | 3(C) | 6. Use effective collaboration and cooperation skills. | 1(B); 1(C); 1(D); 2(D); 3(A); 3(B); 3(C); 4(A); 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(B); 3(A); 3(B) | 7. Use leadership and teamwork skills to work effectively in diverse teams. | 4(A) |
| 8. Actively engage in challenging coursework. | 1(B); 1(C); 1(D); 1(E); 2(D); 3(A); 3(B); 3(C); 4(A) | 8. Demonstrate the ability to balance school, home and community activities. | | 8. Demonstrate advocacy skills and ability to assert self, when necessary. | 1(B); 1(C); 1(D); 1(E); 3(A); 3(B) |
| 9. Gather evidence and consider multiple perspectives to make informed decisions. | 1(A); 1(B); 1(C); 1(E); 2(B); 3(A); 3(B); 3(C); 4(A); 4(B); 4(C) | 9. Demonstrate personal safety skills. | 1(A); 1(B); 1(C); 1(D); 1(E); 3(A); 3(B); 4(A); 4(B); 4(C) | 9. Demonstrate social maturity and behaviors appropriate to the situation and environment. | 1(A); 1(B); 1(C); 1(D); 1(E); 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(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) | | |