## Common Sense Grades 9-12 Digital Citizenship Curriculum

| 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|---|---|---|---|
| **Featured Values:** Cooperation, Respect, Responsibility | **Featured Values:** Citizenship, Pursuit of Excellence | **Featured Values:** Fairness, Kindness | **Featured Values:** Honesty, Integrity |
| **1(A). Risky Online Relationships** **Lesson Description:** Students think critically about developing relationships with people online. **(Value Aligned: Responsibility)** | **2(A). Copyrights and Wrongs** **Lesson Description:** Students explore the legal and ethical dimensions of respecting creative work. **(Values Aligned: Citizenship and Pursuit of Excellence)** | **3(A). Turn Down the Dial on Cyberbullying** **Lesson Description:** Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly. **(Values Aligned: Fairness and Kindness)** | **4(A). My Online Code** **Lesson Description:** Students discuss their understanding of ethical behavior and are introduced to the concept of online ethics. **(Values Aligned: Honesty and Integrity)** |
| **1(B). Feeling on Display** **Lesson Description:** Students reflect on the different pressures teens face when it comes to editing, posting, and commenting on photos online. **(Values Aligned: Cooperation, Respect and Responsibility)** | **2(B). Oops! I Broadcast It on the Internet** **Lesson Description:** Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information. **(Value Aligned: Pursuit of Excellence)** | **3(B). Becoming a Web Celeb** **Lesson Description:** Students explore the upsides and downsides of becoming famous online, and reflect on whether the experience can differ for boys or girls. **(Values Aligned: Fairness and Kindness)** | **4(B). Who Are You Online?** **Lesson Description:** Students explore how they and others represent themselves online, and the relationship between online and offline selves. **(Values Aligned: Honesty and Integrity)** |
| **1(C). Overexposed: Sexting and Relationships** **Lesson Description:** Students explore the risks and responsibilities of carrying out romantic relationships with people online. **(Values Aligned: Respect and Responsibility)** | **2(C). College Bound** **Lesson Description:** Students learn that everything they or anyone else posts about them online becomes a part of a public online presence known as a digital footprint. **(Values Aligned: Citizenship and Pursuit of Excellence)** | **3(C). Taking Perspectives on Cyberbullying** **Lesson Description:** Students learn about the dynamics of online cruelty and how it affects all of the people involved. **(Values Aligned: Fairness and Kindness)** | **4(C). Retouching Reality** **Lesson Description:** Students think critically about the different purposes and contexts of digital image editing. **(Values Aligned: Honesty and Integrity)** |
| **1(D). Private Today, Public Tomorrow** **Lesson Description:** Students reflect on their responsibility to protect the privacy of others when posting information about them online. **(Values Aligned: Cooperation, Respect and Responsibility)** | **2(D). Building Community Online** **Lesson Description:** Students examine websites that foster positive community. **(Values Aligned: Citizenship and Pursuit of Excellence)** | **3(D). Breaking Down Hate Speech** **Lesson Description:** Students learn the definition of hate speech and understand how it affects individuals, groups and communities. **(Values Aligned: Fairness and Kindness)** | **4(D). What's the Big Deal about Internet Privacy?** **Lesson Description:** Students explore the concept of privacy in their everyday lives, and as it relates to using the internet. **(Value Aligned: Integrity)** |
| **1(E). Digital Life 102** **Lesson Description:** Students test their knowledge of digital media and talk about the role media plays in their lives. **(Value Aligned: Responsibility)** | **2(E). Rights, Remixes and Respect** **Lesson Description:** Students reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission. **(Values Aligned: Citizenship and Pursuit of Excellence)** | | |
| **1(F). Does it Matter Who Has Your Data?** **Lesson Description:** Students consider the way websites and companies collect data online and utilize it to personalize content for their users, as well as consider companies motives in doing so. **(Value Aligned: Responsibility)** | **2(F). Collective Intelligence** **Lesson Description:** Students consider both the benefits and drawbacks of using collective intelligence in different contexts. **(Value Aligned: Pursuit of Excellence)** | | |

## Common Sense Grades 9-12 Digital Citizenship Curriculum

### 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 |
| 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 (Host student panel.
- ☐ 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.
- ☐ Provide in-person or **online professional development** to staff designated for leading student instruction.
- ☐ Request that all educators register with **Common Sense Education**.
- ☐ 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.

## Common Sense Grades 9-12 Digital Citizenship  Curriculum

### Parent Out Reach

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| **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.<br><br>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.<br><br>You must also implement two additional efforts. Examples include but are not limited to:<br><br>• Hosting a school-wide parent education evening with a **teen panel** with materials, ideas, and best practices from the **Connecting Families program.**<br><br>• Training Title 1 coordinators and/or PTA/PTO leaders to facilitate ongoing family engagement activities, such as **informal discussion groups** using **Connecting Families resources**.<br><br>• Publishing an article about the importance of digital citizenship in the school newsletter.<br><br>• Posting a link to **Common Sense Media** on the school website.<br><br>• Embedding the Common Sense parent advice blog widget onto the school website.<br><br>• 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

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| **The Digital Citizenship School Application requires various pieces of documentation. What should I plan to submit?** | • **Digital Citizenship Certified School Implementation Plan**<br>• **Digital Citizenship Teacher Worksheet**, if applicable<br><br>• At least three of the following examples:<br>  • Photos of students (Media Releases Required) engaging in lessons or interactive activities in which it's clear that Common Sense resources are being used.<br>  • A lesson plan or course syllabus including mention of and/or links to Common Sense resources.<br>  • A sample of student work in which concepts learned from Common Sense resources are evident.<br>  • 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.<br>  • A screenshot of your Digital Passport Student Group Summary or Student Group Overview.<br>  • An email sent to your principal letting him or her know about your efforts around digital citizenship.<br>  • A screenshot of a student's Digital Compass assessment.<br>  • A sample from Digital Bytes.<br><br>**How do I apply?**<br>Apply to be a Common Sense Digital Citizenship Certified School **HERE** |

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| Resources |
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**What resources can schools use for student instruction?**

➤ K-12 Digital Literacy and Citizenship Curriculum
http://www.commonsensemedia.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
iTunes: https://itunes.apple.com/us/app/digital-passport-for-kids/id658593545
Google Play: https://play.google.com/store/apps/details?id=air.org.csm.digitalpassportparents&hl=en

➤ Digital Compass
https://www.commonsensemedia.org/educators/digital-compass

➤ Digital Bytes
http://digitalbytes.commonsensemedia.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:

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

## Common Sense Grades 9-12 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:*                    *Lessons are aligned as follows:*

| | |
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| **Academic Development**<br>Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) |
| **Career Development**<br>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. | 1(D); 2(A); 2(C); 2(D); 2(E); 2(F); 3(B); 3(D); 4(A); 4(B); 4(D) |
| **Social/Emotional Development**<br>Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A);  4(B); 4(C); 4(D) |

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

## Common Sense Grades 9-12 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 | 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); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 1. Demonstrate ability to assume responsibility. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D | 1. Use effective oral and written communication skills and listening skills. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) |
| 2. Demonstrate creativity. | 1(D); 1(E); 1(F); 2(A); 2(B); 2(D); 2(E); 2(F); 3(A); 3(D); 4(C) | 2. Demonstrate self-discipline and self-control. | 1(A);1(C); 1(D); 1(E); 1(F); 2(B); 2(C); 2(E); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 2. Create positive and supportive relationships with other students. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) |
| 3. Use time-management, organizational and study skills. | 4(C) | 3. Demonstrate ability to work independently. | 1(A); 1(C); 1(E); 1(F); 2(A); 2(B); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 3. Create relationships with adults that support success. | 1(A); 1(C); 2(A); 2(C); 2(D); |
| 4. Apply self-motivation and self-direction to learning. | 2(C); 2(F); 4(B) | 4. Demonstrate ability to delay immediate gratification for long-term rewards. | 1(A); 1(C); 1(D); 3(A); 3(B); 3(C) | 4. Demonstrate empathy. | 1(B); 1(D); 1(E); 2(A); 3(A); 3(B); 3(C); 3(D); 4(A); 4(C) |
| 5. Apply media and technology skills. | 2(D); 2(F) | 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); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) |
| 6. Set high standards of quality. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 6. Demonstrate ability to overcome barriers to learning. | | 6. Use effective collaboration and cooperation skills. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) |
| 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); 1(C); 1(D); 1(E); 1(F); 2(B); ); 3(A); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 7. Use leadership and teamwork skills to work effectively in diverse teams. | 2(D) |
| 8. Actively engage in challenging coursework. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 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(D); 1(E); 1(F); 2(C); 3(A); 3(B); 3(C); 4(A); 4(B); 4(D) |
| 9. Gather evidence and consider multiple perspectives to make informed decisions. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | 9. Demonstrate personal safety skills. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(B); 2(C); 2(D); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(D) | 9. Demonstrate social maturity and behaviors appropriate to the situation and environment. | 1(A); 1(B); 1(C); 1(D); 1(E); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) |
| 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); 1(F); 2(A); 2(B); 2(C); 2(D); 2(E); 2(F); 3(A); 3(B); 3(C); 3(D); 4(A); 4(B); 4(C); 4(D) | | |