Unit 1- Common Sense Education Digital Citizenship							
Estimated Unit Time Frames	**Big Ideas**	**Essential Questions**	**Concepts (Know)**	**Competencies (Do)**	**Lessons/ Suggested Resources**	**Vocabulary**	**Standards/ Eligible Content**
10 weeks (1 class period per week)	Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape.	What is the place of digital media in our lives?	SWBAT 1) learn about the 24/7, social nature of digital media. 2) explore their digital lives. 3) learn that it is important to act responsibly when carrying out relationships over digital media.	SWBAT 1) learn about the 24/7, social nature of digital media. 2) explore their digital lives. 3) learn that it is important to act responsibly when carrying out relationships over digital media.	Common Sense Education Digital Citizenship Curriculum- Lesson 1: Digital Life 101 Handouts Module Videos	Media Digital Media Simile	Common Core: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE: 1c, 1d, 2a, 2b, 2d, 6a-d
	Students learn that to conduct effective and efficient online searches & use a variety of searching strategies	What steps can help you find what you're looking for when you search online?	SWBAT 1) understand the importance of using a variety of search strategies. 2) master new strategies for effective and efficient online searches. 3) learn to create and execute a	SWBAT 1) understand the importance of using a variety of search strategies. 2) master new strategies for effective and efficient online searches. 3) learn to create and execute a	Common Sense Education Digital Citizenship Curriculum- Lesson 2: Strategic Searching Handouts Module Videos	Effective Efficient Strategy	Common Core: Grade 7: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6 ISTE: 1d, 2b, 3a-d, 7a-d

		five-step plan for conducting an online search.	five-step plan for conducting an online search.			
	Students learn strategies for guarding against identity theft and scams that try to access their private information online	What is identity theft, and how can you protect yourself from it?	SWBAT 1) understand what identity theft is and why it is important to guard against it. 2) learn to recognize strategies that scam artists use to access private information. 3) learn how to guard against phishing and identity theft.	SWBAT 1) understand what identity theft is and why it is important to guard against it. 2) learn to recognize strategies that scam artists use to access private information. 3) learn how to guard against phishing and identity theft.	Common Sense Education Digital Citizenship Curriculum- Lesson 3: Scams & Schemes Handouts Module Videos	Scam Identity Theft Vulnerable Phishing	Common Core: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6 ISTE: 1a-c, 2a, 2d, 4a, 4d, 5a, 6a
	Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying	How do you judge the intentions and impact of people's words and actions online?	SWBAT 1) reflect on what it means to be brave and stand up for others offline and online. 2) learn to show empathy for those who have been cyberbullied. 3) generate multiple	SWBAT 1) reflect on what it means to be brave and stand up for others offline and online. 2) learn to show empathy for those who have been cyberbullied. 3) generate multiple	Common Sense Education Digital Citizenship Curriculum- Lesson 4: Cyberbullying Handouts Module Videos	Bystander Upstander Empathize	Common Core: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE: 2a, 2b, 5a, 5d

	situations & learn concrete solutions for dealing with cyber bullying situations		solutions for helping others when cyberbullying occurs.	solutions for helping others when cyberbullying occurs.			
	Students are introduced to copyright, fair use, and the rights they have as creators.	What rights do you have as a creator?	SWBAT 1) understand that copyright is a legal system that protects their rights to creative work. 2) compare different ways people license their copyrighted work. 3) create an original song, perform it in front of the class, and reflect on their copyright for the song.	SWBAT 1) understand that copyright is a legal system that protects their rights to creative work. 2) compare different ways people license their copyrighted work. 3) create an original song, perform it in front of the class, and reflect on their copyright for the song.	Common Sense Education Digital Citizenship Curriculum- Lesson 5: A Creator's Rights Handouts Module Videos	Creative Work Copyright License Creative Commons	Common Core: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE: 1a, 1b, 3a, 3c, 5a-c

Unit 2- Common Sense Education Digital Citizenship							
Estimated Unit Time Frames	**Big Ideas**	**Essential Questions**	**Concepts (Know)**	**Competencies (Do)**	**Lessons/ Suggested Resources**	**Vocabulary**	**Standards/ Eligible Content**
10 weeks (1 class period per week)	Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.	What are your personal media habits, and how much time do you spend with different forms of media?	SWBAT: 1) assess how much time they spend with media activities. 2) record and compare the time they spend with different forms of digital media 3) formulate a viewpoint on the role that digital media plays in their lives.	SWBAT: 1) assess how much time they spend with media activities. 2) record and compare the time they spend with different forms of digital media 3) formulate a viewpoint on the role that digital media plays in their lives.	Common Sense Education Digital Citizenship Curriculum- Lesson 1: My Media Handouts Module Videos	Habit Log	Common Core: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE 1a, 1b, 2b, 4a-c, 5b, 5c
	Students reflect on their responsibilities as creators and users of creative work. Students read case studies and discuss the particular	What responsibilities do you have to respect others' creative work?	SWBAT: 1) consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities. 2) understand that piracy and plagiarism are	SWBAT: 1) consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities. 2) understand that piracy and plagiarism are	Common Sense Education Digital Citizenship Curriculum- Lesson 2: A Creator's Responsibilities Handouts Module Videos	Piracy Plagiarism Acknowledgment	Common Core: RI.2, RI.3, RI.8, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6 ISTE: 1a-c, 2a, 2d, 5a-c

			irresponsible and disrespectful behaviors that have ethical and legal implications. 3) brainstorm solutions to dilemmas creators might encounter	irresponsible and disrespectful behaviors that have ethical and legal implications. 3) brainstorm solutions to dilemmas creators might encounter			
ethical challenges that a "cut and paste" digital culture poses with respect to creative work.							
	Students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students learn strategies for recognizing and responding to risky online interaction.	How should you handle inappropriate online talk?	SWBAT: 1) describe positive aspects of online talking and messaging. 2) identify situations in which flirting and chatting become inappropriate and risky. 3) understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.	SWBAT: 1) describe positive aspects of online talking and messaging. 2) identify situations in which flirting and chatting become inappropriate and risky. 3) understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online.	Common Sense Education Digital Citizenship Curriculum- Lesson 3: Safe Online Talk Handouts Module Videos	Opportunity Pitfall Inappropriate Risky Harass	Common Core: RI.10, W.6, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE: 2a, 2b, 5a, 5b

	Students learn that presenting themselves in different ways online carries both benefits and risks.	What are the benefits and risks of presenting yourself in different ways online?	SWBAT: 1) reflect on the benefits and risks of presenting their identities in different ways online. 2) evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. 3) judge whether certain ways people present themselves online are harmless or harmful.	SWBAT: 1) reflect on the benefits and risks of presenting their identities in different ways online. 2) evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. 3) judge whether certain ways people present themselves online are harmless or harmful.	Common Sense Education Digital Citizenship Curriculum- Lesson 4: Which Me Should I be? Handouts Module Videos	Identity Exaggerate Deceive Motivate Consequences Anonymous	Common Core: RI.2, RI.3, RI.8, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6 ISTE: 1a, 1b, 4a, 4c, 4d, 5a
	Students are introduced to the concept of gender stereotypes, in both an online and	What are gender stereotypes, and how can they shape our experiences online?	SWBAT: 1) define gender stereotypes and their impact on people's identities, both online and offline.	SWBAT: 1) define gender stereotypes and their impact on people's identities, both online and offline.	Common Sense Education Digital Citizenship Curriculum- Lesson 5: Gender Stereotypes Handouts	Gender Stereotype Avatar	Common Core: RI.4, RI.8, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.2, SL.4, SL.6, L.6 ISTE: 1a-d, 2a-b, 2d, 3a-c,

	offline context.		2) identify gender stereotypes in a virtual world for kids. 3) analyze opportunities and limitations for gender expression in virtual worlds.	2) identify gender stereotypes in a virtual world for kids. 3) analyze opportunities and limitations for gender expression in virtual worlds.	Module Videos		4a-b, 4d, 5a-d, 6a-b, 6c

Unit 3 - Common Sense Education Digital Citizenship							
Estimated Unit Time Frames	**Big Ideas**	**Essential Questions**	**Concepts (Know)**	**Competencies (Do)**	**Lessons/ Suggested Resources**	**Vocabulary**	**Standards/ Eligible Content**
10 Weeks (1 class period per week)	Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn that they can take some control over their digital footprint based on what they post online	What is a digital footprint, and what does yours convey?	SWBAT 1) 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. 2) recognize that people's online information can be helpful or harmful to their reputation and image. 3) consider their own digital footprints and what they want those footprints to be like in the future.	SWBAT 1) 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. 2) recognize that people's online information can be helpful or harmful to their reputation and image. 3) consider their own digital footprints and what they want those footprints to be like in the future.	Common Sense Education Digital Citizenship Curriculum- Lesson 1: Trillion Dollar Footprint Handouts Module Videos	Digital Footprint Persistent Imagery Invisible Audience	Common Core: RI.4, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6 ISTE: 1a-c, 2a-d

	Students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They need to carefully evaluate the sites they use for research, and then decide which ones they can trust.	When can you trust what you find on the Internet?	SWBAT 1) understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites. 2) learn criteria that will help them evaluate websites. 3) apply the criteria to a site to determine how trustworthy and useful it is.	SWBAT 1) understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites. 2) learn criteria that will help them evaluate websites. 3) apply the criteria to a site to determine how trustworthy and useful it is.	Common Sense Education Digital Citizenship Curriculum- Lesson 2: Identifying High Quality Sites Handouts Module Videos	Trustworthy Publish Evaluate Criteria	Common Core: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE: 3b, 3c, 3d, 4c
	Students discuss their impressions of peer drama, both online and as depicted on reality TV.	Does the way we think about digital drama have anything to do with gender?	SWBAT 1) reflect on their own impressions of digital drama. 2) compare underlying messages about drama on reality TV with "real world" digital drama among young teens. 3) think critically about the gender stereotypes	SWBAT 1) reflect on their own impressions of digital drama. 2) compare underlying messages about drama on reality TV with "real world" digital drama among young teens. 3) think critically about the gender stereotypes	Common Sense Education Digital Citizenship Curriculum- Lesson 3: The Reality of Digital Drama Handouts Module Videos	Generalization Stereotype	Common Core: RI.4, RI.7, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.4, SL.6, L.6 ISTE: 1a-d, 2a-b, 2d, 3a-d, 4a-d, 5a-d, 6a-b, 6d

			associated with drama.	associated with drama.			
	Students learn to distinguish good-natured teasing from cyberbullying and recognize serious forms of cyberbullying	When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it?	SWBAT 1) analyze online bullying behaviors that "cross the line." 2) learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. 3) adopt the point of view of teens who have been cyberbullied, and offer solutions.	SWBAT 1) analyze online bullying behaviors that "cross the line." 2) learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. 3) adopt the point of view of teens who have been cyberbullied, and offer solutions.	Common Sense Education Digital Citizenship Curriculum- Lesson 4: Cyberbullying- Crossing the Line Handouts Module Videos	Harassing Deceiving Flaming Hate Speech	Common Core: RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, Sl.6, L.6 ISTE: 2a, 2b, 5a, 5d
	Students explore the concept of fair use, apply it to case studies, and create an original work of fair use	What rights do you have as a creator?	SWBAT 1) identify the key points required for a creative work to fall under fair use. 2) judge whether or not the two case studies can be called fair use. 3) understand the value of fair use by reworking and remixing copyrighted	SWBAT 1) identify the key points required for a creative work to fall under fair use. 2) judge whether or not the two case studies can be called fair use. 3) understand the value of fair use by reworking and remixing copyrighted	Common Sense Education Digital Citizenship Curriculum- Lesson 5: Rework, Reuse, Remix Handouts Module Videos	Rework Fair Use Public Domain Remix Mash Up Parody	Common Core: RI.2, RI.3, RI.8, RI.10, W.6, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6 ISTE: 1a, 1b, 2a, 4a, 5a-c

			material in a collage or video.	material in a collage or video.			

Unit 4 (Google Docs/Microsoft Word)							
Estimated Unit Time Frames	**Big Ideas**	**Essential Questions**	**Concepts (Know)**	**Competencies (Do)**	**Lessons/ Suggested Resources**	**Vocabulary**	**Standards/ Eligible Content**
2 weeks (1 class period per week)	Students will learn how to use basic functions and formatting tools in Google Docs	What tools and functions are used to create and edit a Google Doc?	Students will know how to use basic functions and formatting tools to create a Google Doc	Students will use basic functions and formatting tools to create a Google Doc	Google Docs Tutorial https://www.youtube.com/watch?v=s6V_h43-BIY Google Doc Activity	Ribbon Bold Underline Italicize Center Margins Header Footer Share Drive Cloud	ISTE: 1.d 6.b 6.c 6.d
	Students will learn how to use basic functions and formatting tools in Microsoft Word	What tools and functions are used to create and edit a Microsoft Word Document?	Students will know how to use basic functions and formatting tools to create a Microsoft Word Document	Students will use basic functions and formatting tools to create a Microsoft Word Document	Microsoft Word Activity	Ribbon Bold Underline Italicize Center Margins Header Footer Save	ISTE: 1.d 6.b 6.c 6.d

Unit 5　(Google Slides/Powerpoint)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 Weeks (1 class period per week)	Students will learn how to create and edit a presentation using Google Slides	What tools and functions are used to create and edit a Google Slides presentation?	Students will know how to use basic functions and formatting tools to create a Google Slides Presentation and learn various visual aid presentation skills	Students use basic functions and formatting tools to create a Google Slides Presentation with correct visual aid presentation skills (clear font, color scheme, bullet points, etc)	Google Slides Activity	Ribbon Bold Underline Italicize Center Font Style Color Theme Insert Transition Animation Share Drive Cloud	ISTE: 6.b 6.c 6.d 7.b
	Students will learn how to create and edit a presentation using Microsoft Powerpoint	What tools and functions are used to create and edit a Google Slides presentation?	Students will know how to use basic functions and formatting tools to create a Microsoft Powerpoint and present to the class using presentation skills	Students will use basic functions and formatting tools to create a Microsoft Powerpoint and present to the class using presentation skills (eye contact, voice, pacing, etc.)	Microsoft Powerpoint Presentation Project	Ribbon Bold Underline Italicize Center Font Style Color Theme Insert Transition Animation	ISTE: 6.b 6.c 6.d 7.b

Unit 6   (Google Sheets/ Microsoft Excel)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 weeks (1 class period	Students will learn how to create and format a Google Sheet	What tools and functions are used to create and format a Google Sheet?	Students will know how to use basic functions and tools to create and format a Google Sheet	Students will use basic functions and tools to create and format a Google Sheet	Google Sheet Activity	Ribbon Bold Underline Italicize Center Border Cell Row Column Formula Share Drive Cloud	ISTE: 3.d 6.b
	Students will learn how to create and format a Microsoft Excel Sheet	What tools and functions are used to create and format a Microsoft Excel Sheet?	Students will know how to use basic functions and tools to create and format a Microsoft Excel Sheet	Students will use basic functions and tools to create and format a Microsoft Excel Sheet	Microsoft Excel Activity	Ribbon Bold Underline Italicize Center Border Cell Row Column Formula	ISTE: 3.d 6.b