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

			Unit 2- Commo	on Sense Educat	tion Digital Citizen	ship	
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 responsibiliti es as creators and users of creative work. Students read case studies and discuss the particular	What responsibilitie s 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 Acknowledgme nt	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

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

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

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

2018-2019

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

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

1	T				
		material in a	material in a		
		collage or video.	collage or video.		
 I	l				

	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					