

**FSUSD Digital Citizenship Scope & Sequence based on [Common Sense Media's K-12 curriculum](#)**

Each grade level focuses on one unit of instruction within each grade band.

| Grade | Unit        | Must Do  | Should Do   | Can Do  |
|-------|-------------|--|---|---|
| TK    | K-2, Unit 1 | <p><a href="#">Going Places Safely</a><br/>Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p><a href="#">Slides Presentation</a></p>       | <p><a href="#">Follow the Digital Trail</a><br/>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.</p> <p><a href="#">My Online Community</a><br/>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.</p>                            | <p><a href="#">A-B-C Searching</a><br/>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.</p>   |
| K     | K-2, Unit 1 | <p><a href="#">Going Places Safely</a><br/>Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p><a href="#">Slides Presentation</a></p>       | <p><a href="#">Follow the Digital Trail</a><br/>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.</p> <p><a href="#">My Online Community</a><br/>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. od sources of information.</p> | <p><a href="#">A-B-C Searching</a><br/>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.</p>   |
| 1     | K-2, Unit 2 | <p><a href="#">Staying Safe Online</a></p> <p>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.</p> | <p><a href="#">Keep It Private</a><br/>Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p> <p><a href="#">Using Keywords</a><br/>Students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>   | <p><a href="#">Sites I Like</a><br/>Students discuss criteria for rating informational websites and apply them to an assigned site. Students learn that all websites are not equally go</p> <p><a href="#">Sending Email</a><br/>Students explore how they can use email to communicate with real people within their schools, families, and communities.</p> |
| 2     | K-2, Unit 3 | <p><a href="#">Powerful Passwords</a></p>  | <p><a href="#">Things for Sale</a></p>  | <p><a href="#">Screen Out the Mean</a></p>  |

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|   |             | <p>Students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p>          | <p>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.</p> <p><b><u>Writing Good Emails</u></b><br/>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.</p> <p><b><u>My Creative Work</u></b><br/>Students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.</p> | <p>Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p><b><u>Show Respect Online</u></b><br/>Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p>                      |
| 3 | 3-5, Unit 1 | <p><b><u>You've Won a Prize!</u></b><br/>Students learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>                                      | <p><b><u>The Power of Words</u></b><br/>Students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Students identify actions that will make them Upstanders in the face of cyberbullying.</p> <p><b><u>Whose Is It, Anyway?</u></b><br/>Students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p>   | <p><b><u>Rings of Responsibility</u></b><br/>Students explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.</p> <p><b><u>The Key to Keywords</u></b><br/>Students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p> |
| 4 | 3-5, Unit 2 | <p><b><u>Private and Personal Information</u></b><br/>How can you protect yourself from online identity theft? Students think critically about the information they share online</p> | <p><b><u>How to Cite a Site</u></b><br/>Students reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p> <p><b><u>Privacy Rules</u></b><br/>Students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and</p>  | <p><b><u>Strong Passwords</u></b><br/>Students learn how to create secure passwords in order to protect their private information and accounts online.</p> <p><b><u>Selling Stereotypes</u></b><br/>Students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.</p> |

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|   |             |   | privacy seals of approval.  |   |
| 5 | 3-5, Unit 3 | <p><b><u>Talking Safely Online</u></b><br/>Students learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p> | <p><b><u>Super Digital Citizen</u></b><br/>Students explore Spider-Man’s motto, “with great power comes great responsibility” through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p> <p><b><u>Picture Perfect</u></b><br/>Students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p> | <p><b><u>What’s Cyberbullying?</u></b> Students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p><b><u>Digital Citizenship Pledge</u></b><br/>Students work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</p> |
| 6 | 6-8, Unit 1 | <p><b><u>Strategic Searching</u></b><br/>Students learn that to conduct effective and efficient online searches, they must use a variety of searching strategies.</p>   | <p><b><u>Digital Life 101</u></b><br/>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.</p> <p><b><u>Identifying High-Quality Sites</u></b><br/>Students learn that anyone can publish on the Web, so not all sites are equally trustworthy.</p>  | <p><b><u>Scams &amp; Schemes</u></b><br/>Students learn strategies for guarding against identity theft and scams that try to access their private information online.</p> <p><b><u>Gender Stereotypes Online</u></b><br/>Students analyze a “Dress Up Your Avatar” feature of a virtual world for kids for evidence of stereotypes about boys and girls.</p>  |
| 7 | 6-8, Unit 2 | <p><b><u>A Creator’s Responsibilities</u></b><br/>Students reflect on their responsibilities as creators and users of creative work.</p>  | <p><b><u>Safe Online Talk</u></b><br/>While acknowledging the benefits of online talk and messaging, students learn how to handle situations or online behavior which may make them feel uncomfortable.</p> <p><b><u>Cyberbullying: Be Upstanding</u></b><br/>Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.</p>   | <p><b><u>A Creator’s Rights</u></b><br/>Students are introduced to copyright, fair use, and the rights they have as creators.</p> <p><b><u>Which Me Should I Be?</u></b><br/>Students learn that presenting themselves in different ways online carries both benefits and risks.</p>  |
| 8 | 6-8, Unit 3 | <p><b><u>Trillion Dollar Footprint</u></b><br/>Students learn that they have a digital footprint and that this information can</p>  | <p><b><u>Rework, Reuse, Remix</u></b> Students expand their understanding of fair use, apply it to case studies, and create an original work</p>  | <p><b><u>Reality of Digital Drama</u></b><br/>Students draw connections between young teens’ perceptions of digital drama</p>   |

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|    |              | be searched, copied and passed on, but that they can take some control based on what they post online.   | of fair use.<br><b><u>Cyberbullying: Crossing the Line</u></b><br>Students learn to distinguish good-natured teasing from cyberbullying.  | and stereotypes of men and women on reality TV.<br><b><u>My Media</u></b><br>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.  |
| 9  | 9-12, Unit 1 | <b><u>Turn Down the Dial on Cyberbullying and Online Cruelty</u></b><br>Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly. | <b><u>Oops! I Broadcast it on the Internet</u></b><br>Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information.<br><br><b><u>Copyrights and Wrongs</u></b><br>Students explore the legal and ethical dimensions of respecting creative work.  | <b><u>Feeling On Display</u></b><br>Students reflect on the different pressures teens face when it comes to editing, posting, and commenting on photos online.<br><br><b><u>Digital Life 102</u></b><br>Students test their knowledge of digital media and talk about the role media plays in their lives.   |
| 10 | 9-12, Unit 2 | <b><u>Who Are You Online?</u></b><br>Students explore how they and others represent themselves online, and the relationship between online and offline selves.                               | <b><u>Building Community Online</u></b><br>Students examine websites that foster positive community.<br><br><b><u>My Online Code</u></b><br>Students discuss their understanding of ethical behavior and are introduced to the concept of online ethics.  | <b><u>Overexposed: Sexting and Relationships</u></b><br>Students explore the risks and responsibilities of carrying out romantic relationships in the digital world.<br><br><b><u>Risky Online Relationships</u></b> Students think critically about developing relationships with people online.  |
| 11 | 9-12, Unit 3 | <b><u>College Bound</u></b><br>Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint.             | <b><u>Rights, Remixes, and Respect</u></b><br>Students reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission.<br><br><b><u>What's the Big Deal about Internet Privacy?</u></b><br>Students explore the concept of privacy in their everyday lives, and as it relates to using the Internet. | <b><u>Taking Perspectives on Cyberbullying</u></b><br>Students learn about the dynamics of online cruelty and how it affects all of the people involved.<br><br><b><u>What's the Big Deal about Internet Privacy?</u></b><br>Students explore the concept of privacy in their everyday lives, and as it relates to using the Internet.<br><br><b><u>Becoming a Web Celeb</u></b><br>Students explore the upsides and |

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|    |              |  |   | downsides of becoming famous online, and reflect on whether the experience can differ for boys and girls.  |
| 12 | 9-12, Unit 4 | <p><a href="#"><u>Does it Matter Who Has Your Data?</u></a><br/>Students consider the ways websites and companies collect data online and utilize it to personalize content for their users, as well as consider companies' motives in doing so.</p> <p><a href="#"><u>Collective Intelligence</u></a><br/>Students consider both the benefits and drawbacks of using collective intelligence in different contexts.</p> | <p><a href="#"><u>Private Today, Public Tomorrow</u></a><br/>Students reflect on their responsibility to protect the privacy of others when posting information about them online.</p> <p><a href="#"><u>Breaking Down Hate Speech</u></a><br/>Students learn the definition of hate speech and understand how it affects individuals, groups, and communities.</p> | <p><a href="#"><u>Retouching Reality</u></a><br/>Students think critically about the different purposes and contexts of digital image editing.</p> |

[Family Tip Sheets](#) from Common Sense Media (coincide with lessons)

| Grades K-5  | Grades 6-8  | Grades 9-12   |
|---|---|---|
| <p>Boys, Girls, and Media Messages<br/>Cyberbullying<br/>Digital Life<br/>Effective Email Communication<br/>Evaluating Websites<br/>Online Research<br/>Online Security<br/>Privacy and Digital Footprints<br/>Respecting Creative Work<br/>Smart Searching<br/>Talking Safely Online</p> | <p>Boys, Girls, and Media Messages<br/>Connected Culture<br/>Cyberbullying<br/>Dealing with Digital Drama<br/>Digital Life<br/>Online Security<br/>Protecting and Respecting Privacy<br/>Research and Evaluation<br/>Respecting Creative Work<br/>Safe Online Talk<br/>Self-Expression and Identity<br/>Strategic Searching<br/>Wikipedia</p> | <p>Boys, Girls, and Media Messages<br/>Cyberbullying<br/>Digital Life<br/>Digital Relationships<br/>Online Security<br/>Online Self-Expression<br/>Plagiarism and Piracy<br/>Privacy and Digital Footprints<br/>Research and Evaluation<br/>Respecting Creative Work<br/>Risky Online Relationships<br/>Strategic Searching<br/>Wikipedia</p> |

