

# Grades 6 – 8 Source: Common Sense Media Scope and Sequence.

<https://www.commonsensemedia.org/educators/scope-and-sequence#grades-6-8>

1	<a href="#"><u>Digital Life 101</u></a>	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.
	<a href="#"><u>Strategic Searching</u></a>	Students learn that to conduct effective and efficient online searches, they must use a variety of searching strategies.
	<a href="#"><u>Scams and Schemes</u></a>	Students learn strategies for guarding against identity theft and scams that try to access their private information online.
	<a href="#"><u>Cyberbullying: Be Upstanding</u></a>	Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.
	<a href="#"><u>A Creator's Rights</u></a>	Students are introduced to copyright, fair use, and the rights they have as creators.
<b>UNIT 1 ASSESSMENT</b> - Check out this student-facing, interactive, summative assessment.		
2	<a href="#"><u>My Media</u></a>	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.
	<a href="#"><u>A Creator's Responsibilities</u></a>	Students reflect on their responsibilities as creators and users of creative work.
	<a href="#"><u>Safe Online Talk</u></a>	While acknowledging the benefits of online talk and messaging, students learn how to handle situations or online behavior which may make them feel uncomfortable.

**Which Me Should I Be?**

Students learn that presenting themselves in different ways online carries both benefits and risks.

**Gender Stereotypes Online**

Students analyze a "Dress Up Your Avatar" feature of a virtual world for kids for evidence of stereotypes about boys and girls.

**UNIT 2 ASSESSMENT** - Check out this student-facing, interactive, summative assessment.

**3**

**Trillion Dollar Footprint**

Students learn that they have a digital footprint and that this information can be searched, copied and passed on, but that they can take some control based on what they post online.

**Identifying High-Quality Sites**

Students learn that anyone can publish on the Web, so not all sites are equally trustworthy.

**The Reality of Digital Drama**

Students draw connections between young teens' perceptions of digital drama and stereotypes of men and women on reality TV.

**Cyberbullying: Crossing the Line**

Students learn to distinguish good-natured teasing from cyberbullying.

**Rework, Reuse, Remix**

Students expand their understanding of fair use, apply it to case studies, and create an original work of fair use.

**UNIT 3 ASSESSMENT** - Check out this student-facing, interactive, summative assessment.