

COMMON SENSE EDUCATION CURRICULAR CONNECTIONS - MIDDLE SCHOOL

Note: the activities in the SEL/Be Well 365 Connections and Digital Dilemma Connections are shorter activities that can be used as warm-ups or during homeroom.

CSE Lesson & Objectives	Connected Content & Unit	SEL/Be Well 365 Connections	Digital Dilemma Connections
GRADE 6			
Finding Balance in the Digital World: How do we balance digital media use in our lives? Objectives - Reflect on their common online and offline activities. - Analyze and prioritize the activities that are most important to them. - Identify ways to "unplug" to maintain balance between online and offline activities.	Health: Week 1 - Relationship Building Skills overview: Analyzing Influences Students will be challenged to examine how influences affect their health behavior and practices. Health: Week 2 - Mental and Emotional Health: Wellness Identify examples of activities for physical, mental and social health and how that affects our overall wellness.	SELF-MANAGEMENT: Checking Our Digital Habits	Missing Out New In Town
Don't Feed the Phish: How can you protect yourself from phishing? Objectives - Compare and contrast identity theft with other kinds of theft. - Describe different ways that identity theft can occur online. - Use message clues to identify examples of phishing.	Health: Week 6 - Technology Safety: Examine their digital footprint to understand the impact technology and social media has on their personal, physical, and emotional safety. Introduction to Technology and Engineering: Sequence 3 - Evaluating the Negative and Positive Impacts of Technology: Analyze different types of technology to evaluate the positive and negative impacts	SELF AWARENESS: Oversharing and Your Digital Footprint	
Who Are You Online? Objectives - Reflect on reasons why people might create fake social media accounts. - Identify the possible results of posting	Health: Week 4 - Mental and Emotional Health: Self and Social Awareness: Describe how personal responsibility for one's choices is linked to self worth and growth. English: Unit 6: True to Yourself:	SELF AWARENESS: Oversharing and Your Digital Footprint	Missing Out

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from a fake social media account. - Debate the benefits and drawbacks of posting from multiple accounts.	What does it mean to be true to yourself? How does a person find his or her true self? How does reading stories help readers figure out who they are themselves?		
Chatting Safely Online: How do you chat safely with people you meet online? <u>Objectives</u> - Analyze how well they know the people they interact with online. - Reflect on what information is safe to share with different types of online friends. - Learn to recognize red flag feelings and how to respond to them.	Health: Week 6 - Safety and Violence Prevention: Technology Safety Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.1d.6.1 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. 1d.6.2 English: Unit 2: You and Me What kinds of relationships do people have? Why are they important? What do readers learn when they study and analyze the relationships depicted in literary works? How can this help us with some of our own relationships? Introduction to Technology and Engineering: Sequence 3 - Evaluating the Negative and Positive Impacts of Technology: Analyze different types of technology to evaluate the positive and negative impacts	RESPONSIBLE DECISION MAKING: Who Are You Talking to Online?	Finding Boundaries Risky Chat
Digital Drama Unplugged: How can you de-escalate digital drama so it doesn't go to far?	Health: Week 3 - Mental and Emotional Health: Emotions, Feelings, and Relationships Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others.	SOCIAL AWARENESS: Dealing with Digital Drama	Finding Boundaries Missing Out

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<u>Objectives</u> - Reflect on how easily drama can escalate online. - Identify de-escalation strategies when dealing with digital drama. - Reflect on how digital drama can affect not only oneself but also those around us.	1a.6.3 English: Unit 4: Personal Best What qualities of character do people need in order to achieve their personal best? Must one make sacrifices or face big challenges in order to reach it?	RELATIONSHIP SKILLS: Friendships and Social Media	
Finding Credible News: How do we find credible information on the internet? <u>Objectives:</u> - Learn reasons that people put false or misleading information on the internet. - Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	Health: Week 1 - Accessing Information Accessing valid information, products, and services is an important skill because knowing how to tell research-based and evidence-based claims is often the foundation of a decision that affects personal health. NOTE: This lesson connects to any content's research tasks where students conduct online research. The following connection is one example. Science: Unit 6.4 Earth's Geologic Past You and your partners will research your geologic hazard using all available texts to familiarize yourself with the: threats they pose to society, historical impacts they have had, potential risk they pose to modern society, the predictability of these events, ways to mitigate their effects.		

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My Media Use: A Personal Challenge What is your strategy for finding media balance? <u>Objectives</u> - Make an inventory of their media choices and how those choices make them feel. - Brainstorm personal strategies for balancing media use. - Create personal guidelines for promoting healthy media balance.	Health: Week 1 - Stress and Anxiety SLT 2 Health: Week 1 - Stress and Anxiety SLT 3 Health: Week 1 - Stress and Anxiety SLT 4 Describe personal stressors at home, in school, and with friends. 1a.7.8 Explain the causes and effects of stress. 1a.8.8	SELF-AWARENESS Oversharing and Your Digital Footprint	Finding Boundaries
Big, Big Data: How Do Companies Collect and Use Data About You? <u>Objectives</u> - Explain why information about them and their behaviors is valuable to companies. - Analyze how certain types of data are used by companies. - Learn three strategies to limit individual data collection by companies.	Principles of Cybersecurity - Privacy and Security Students will learn how information travels across the Internet and networks and how to protect electronic information. World Studies: Junior Achievement This lesson can be taught in conjunction with the Junior Achievement lessons: <i>Income or Saving, Investing and Risk Management</i>.	SELF-AWARENESS Oversharing and Your Digital Footprint SELF-MANAGEMENT Checking Our Digital Habits (Grades 6–8)	The Protest
The Power of Digital Footprints What is a digital footprint, and what does yours convey? <u>Objectives</u> - Define the term "digital footprint" and explain how it can affect their online privacy.	Principles of Cybersecurity - Digital Footprints Students will learn how information travels across the Internet and networks and how to protect electronic information. World Studies: Unit 4, 7.4.3.1 - Legacy of Christopher Columbus Students determine if Columbus Day should continue to	SELF-AWARENESS Oversharing and Your Digital Footprint SELF-MANAGEMENT Checking Our Digital Habits (Grades 6–8)	Violent Videos **Note: Deals with sensitive topics. College Admissions **Note: Deals with sensitive topics.

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- Analyze how different parts of their digital footprints can lead others to draw conclusions -- both positive and negative -- about who they are. - Reflect on what they want their digital footprints to be in the future and how they can monitor and shape them.	be celebrated using evidence. Skills: sourcing, close-reading World Studies: Junior Achievement This lesson can be taught in conjunction with the Junior Achievement lessons: <i>Income or Saving, Investing and Risk Management</i>.		
My Social Media Life: How Does Social Media Affect Our Relationships <u>Objectives</u> - Identify the role of social media in students' lives. - Reflect on the positive and negative effects of using social media on their relationships. - Recognize "red flag feelings" when using social media, and consider ways to handle them.	Health: Week 1: Mental and Emotional Health: Stress and Anxiety Describe causes and effects of stress Examine influences on the stress of teens. English: Unit 1: Conflicts and Clashes At the heart of most stories is conflict. In some stories, the conflict might involve an epic clash between good and evil. In other stories, the conflict might be more internal and subdued, but interesting nonetheless because the conflict is relatable or intriguing.	SELF AWARENESS: Oversharing Your Digital Footprint RELATIONSHIP SKILLS: Friendships and Social Media	Missing Out
Upstanders and Allies: Taking Action Against Cyberbullying <u>Objectives</u> - Consider the different perspectives of those involved in a cyberbullying incident. - Identify ways to be an upstander or ally to someone being bullied. - Problem-solve potential challenges to responding to cyberbullying.	Health: Mental and Emotional Health: Teasing, Bullying, Harassment, and Violence Analyze various forms of harassment and intimidating behaviors, given cyberbullying scenarios. Identify steps to prevent or mitigate cyberbullying and foster positive influences. English: Unit 6: The Power of One This unit presents students with a wide sampling of these figures. In texts written for the page and the stage, readers encounter individuals at odds with their society. The texts in <i>The Power of One</i> will challenge	SOCIAL AWARENESS: Dealing with Digital Drama	

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	students to consider what makes individuals unique and the sacrifices individuals make. Principles of IT: Cybersecurity: Cyberbullying Students will learn how information travels across the Internet and networks and how to protect electronic information. Real-world cybersecurity problems are explored along with current best practices to protect users, systems, and networks. Course content includes the legal and ethical issues involved with computer technology use.		
Four Factors of Fair Use: What Rights to Fair Use Do You Have as a Creator? <u>Objectives</u> - Define the terms "copyright," "public domain," and "fair use." - Identify the purpose of the Four Factors of Fair Use. - Apply fair use to real-world examples, making a case for or against.	NOTE: This lesson connects to any content's assessment where students are asked to create original media. The following connection is one example. Science: Unit 3: Inheritance and Variation of Traits (Objectives and assessment not yet posted on curriculum page).		
GRADE 8			
Digital Media and Your Brain How does digital media try to hook you and what can you do about it? <u>Objectives</u>	Health: Week 1 - Social Media SLT 1 Identify how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.6.13 Health: Week 1 - Social Media SLT 2 Describe how sharing or posting personal information	SELF-MANAGEMENT Checking Our Digital Habits (Grades 6–8)	Finding Boundaries

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- Explore ways that different types of digital media are, and aren't, designed to help us make good media choices. - Reflect on how digital media is designed to either help or hinder the addition of meaning and value in our lives.	electronically about self or others on social media sites can negatively impact mental and emotional health.1a.7.15 Global Technology Systems (Computer Science) - Unit 2 Systems can impact the world in a variety of ways, and can be both positive and negative.		
Being Aware of What you Share <u>Objectives</u> - Reflect on the concept of privacy, including what they feel comfortable sharing and with which people. - Analyze different ways that advertisers collect information about users to send them targeted ads. - Identify strategies for protecting their privacy, including opting out of specific features and analyzing app or website privacy policies.	Health: Week 1 - Social Media SLT 1 Identify how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.6.13 Health: Week 1 - Social Media SLT 2 Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.1a.7.15 Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.8.18 Global Technology Systems (Computer Science) - Unit 2 Systems can impact the world in a variety of ways, and can be both positive and negative.	SELF-AWARENESS Oversharing and Your Digital Footprint (Grades 6–8)	New in Town Risky Chat
Social Media and Digital Footprints: Our Responsibilities How does using social media affect our digital footprint?	Health: Week 4 - Technology Safety SLT 1 Identify how to use technology and social media safely and respectfully and laws pertaining to the dissemination of intimate images. 1d.8.3	SELF-AWARENESS Oversharing and Your Digital Footprint (Grades 6–8) RELATIONSHIP SKILLS	Violent Videos **Note: Deals with sensitive topics.

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<u>Objectives</u> - Identify reasons for using social media and the challenges that often come along with it. - Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media. - Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.	<u>Health: Week 4 - Technology Safety SLT 2</u> Identify how to use technology and social media safely and respectfully and laws pertaining to the dissemination of intimate images. 1d.8.3	<u>Friendships & Social Media (Grades 6–8)</u>	
<u>Sexting and Relationships</u> <u>Objectives</u> - What are the risks and potential consequences of sexting? - Compare the risks and benefits of self-disclosure in relationships. - Identify the risks and potential consequences of sexting. - Practice applying strategies to respond to situations where sexting could occur.	<u>Health: Week 7 - Healthy Relationships and Consent SLT 2</u> Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3 <u>Health: Week 9 - Sexually Explicit Media SLT 12</u> Identify and explain the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self esteem. 1c.6.9, 1c7.17 Describe the state and federal laws that impact young people's sexual health and rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c8.18 <u>Health: Week 9 - Sexually Explicit Media SLT 13</u> Explain, summarize, and analyze the negative consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually	<u>RELATIONSHIP SKILLS</u> <u>Friendships & Social Media (Grades 6–8)</u>	<u>Exposed in Group Chat</u> **Note: Deals with sensitive topics. <u>Digital Dares</u> **Note: Deals with sensitive topics.

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	explicit pictures on social media sites. 1c.6.10, 1c7.18, 1c.8.19		
Responding to Online Hate Speech <u>Objectives</u> - How should you respond to online hate speech? - Use a circle-discussion structure to strengthen their class community. - Explore the nature of hate speech by discussing whether it could happen at their school. - Identify specific actions to positively affect a situation involving hate speech.	Health: Week 7 - Harassment, Teasing and Bullying SLT 4 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity) are different from one's own. 1c.6.6 English: Unit 2 - Past and Present - Essential Question: What makes you <u>you</u>? - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6 - Incorporate with novel study	SOCIAL AWARENESS Dealing with Digital Drama (Grades 6–8) SELF-AWARENESS Oversharing and Your Digital Footprint (Grades 6–8)	Fake Account Hurtful Meme **Note: Deals with sensitive topics.
This Just In! <u>Objectives</u> - How should we react to breaking news? - Define breaking news, and understand why individuals and news outlets want to be first to report a story. - Analyze breaking news alerts to identify clues of false or incomplete information. - Reflect on the consequences of reacting right away to breaking news alerts.	U.S. History - Unit 1, 8.1.2.6 Common Writing Task (sourcing) - Identify the origins and purpose of a document (CCR1, CCR6) - Predict/identify the point of view (CCR6) - Evaluate its reliability and uses. (CCR8) English - Unit 1: Everyone Loves a Mystery Use with the novel study texts <i>Monster</i> or <i>Ten Days in a Mad-House</i>.	RESPONSIBLE DECISION-MAKING Who Are You Talking to Online? (Grades 6–8) SELF-AWARENESS Oversharing and Your Digital Footprint (Grades 6–8)	Whose Fake News?