



Learning Standards and Internet Safety– Commencement

About this Resource

Internet Safety refers to the various issues facing students due to the widespread use of the Internet in today's society, and the need for common practices to keep children and all users safe. Therefore, it is important to provide standards-based instruction on using the Internet at the local level, and a foundational component of such instruction is an alignment of Learning Standards to the principles and practices of Internet Safe Usage. The recent passage of the New York State Education Law on Internet Safety and Appropriate Use (Education Law Section 814) empowers the New York State Education Department to provide assistance and resources to schools concerning the safe and responsible use of the Internet.

The Office of Educational Design and Technology has aligned the New York State Learning Standards at the elementary, intermediate, and commencement levels to include components of Internet Safe Usage in all standard areas. An alignment has also been completed between the Common Core State Standards, the ISTE National Education Technology Standards for Students (NET_S), and the American Association of School Librarians (AASL) Standards for the 21st Century Learner. These alignments can assist school administrators and educators with Internet Safety teaching and learning across a standards-based curriculum.



New York State Learning Standards and Internet Safety

Arts Commencement – General Education

Standard 1 - Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

- **Performance Indicator - Music** – Students compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments. (Pieces may combine music with other art forms such as dance, theatre, visual arts, or film/video.)

Standard 2 - Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

- **Performance Indicator - Music** - Students use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians
- **Performance Indicator - Theatre** – Students use school and community resources, including library/media centers, museums and theatre professionals, as part of the artistic process leading to production
- **Performance Indicator - Visual Arts** – Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation



Arts Commencement – Major Sequence

Standard 2 - Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

- **Performance Indicator - Dance** – students use technologies to research, create, perform, or communicate about dance
- **Performance Indicator - Music** - students develop a classified and annotated directory of nearby music-related establishments such as instrument and music retailers, instrument makers and repair persons, recording studios, union representatives, etc.
- **Performance Indicator - Theatre** - students identify current technologies, published scripted material, and print and electronic resources available for theatrical productions
- **Performance Indicator - Visual Arts** – students develop Commencement Portfolios that show proficiency in one or more mediums and skill in using and manipulating the computer and other electronic media



Career Development and Occupational Studies

Standard - 3a - Universal Foundation Skills

- **Performance Indicator** - apply their knowledge of technology to identify and solve problems.
- **Performance Indicator** - use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.
- **Performance Indicator** - prepare, maintain, interpret/analyze, and transmit/distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.
- **Performance Indicator** - communicate information in a variety of formats and media.

English Language Arts

Standard - 1 - Students will read, write, listen, and speak for information and understanding.

- **Grade-Specific PI** - Locate and use school and public library resources independently to acquire information.
- **Grade-Specific PI** - Compare and contrast information from a variety of different sources.
- **Literacy Competency** - Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries.

Standard - 4 - Students will read, write, listen, and speak for social interaction.

- **Literacy Competency** - Work collaboratively with peers to comprehend and respond to texts.



- **Literacy Competency** - Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries.

Health

Standard - 2 - A Safe and Healthy Environment

- **Performance Indicator** - recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.
- **Performance Indicator** - evaluate personal and social skills which contribute to health and safety of self and others.
- **Performance Indicator** - recognize how individual behavior affects the quality of the environment.

Standard - 3 - Resource Management

- **Performance Indicator** - demonstrate how to evaluate health information, products and services for validity and reliability.
- **Performance Indicator** - analyze how cultural beliefs influence health behaviors and the use of health products and services.
- **Performance Indicator** - demonstrate the ability to access community health services for self and others.
- **Performance Indicator** - use technology and the media to promote positive health messages.
- **Performance Indicator** - demonstrate advocacy skills in promoting individual, family, and community health.



Family and Consumer Sciences

Standard - 2 - A Safe and Healthy Environment

- **Performance Indicator** - understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child.

Languages Other Than English

Standard – 2 - Checkpoint C. Students will develop cross-cultural skills and understandings.

Performance Indicator - Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

- **Performance Indicator** - Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.
 - Students can: demonstrate sophisticated knowledge of cultural nuances in a target language culture



Mathematics

Standard - 2 - Information Systems

- **Performance Indicator** - access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.
- **Performance Indicator** - utilize electronic networks to share information.
- **Performance Indicator** - explain the impact of the use and abuse of electronically generated information on individuals and families.
- **Performance Indicator** - discuss the ethical and social issues raised by the use and abuse of information systems.
- **Performance Indicator** - work with a virtual community to conduct a project or solve a problem using the network.
- **Performance Indicator** - discuss how applications of information technology can address some major global problems and issues.
- **Performance Indicator** - discuss the environmental, ethical, moral, and social issues raised by the use and abuse of information technology.
- **Performance Indicator** - Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions.



Physical Education

Standard 3 - Resource Management

Students understand and be able to manage their personal and community resources

Key Idea: Students will:

- b. Be informed consumers and be able to evaluate facilities and programs.
 - **Performance Indicator** - recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability

Science

Standard - 2 - Information Systems

- **Performance Indicator** - access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.
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Social Studies

Standard - 5 - Civics, Citizenship, and Government

- **Performance Indicator** - understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions. (Adapted from The National Standards for Civics and Government, 1994)

Technology

Standard - 5 - Technology

- **Performance Indicator** - select appropriate tools, instruments, and equipment and use them correctly to process materials, energy, and information.
- **Performance Indicator** - explain tradeoffs made in selecting alternative resources in terms of safety, cost, properties, availability, ease of processing, and disposability.
- **Performance Indicator** - attach a modem to a computer system and telephone line, set up and use communications software, connect to various on-line networks, including the Internet, and access needed information using e-mail, telnet, gopher, ftp, and web searches.
- **Performance Indicator** - explain why making tradeoffs among characteristics, such as safety, function, cost, ease of operation, quality of post-purchase support, and environmental impact, is necessary when selecting systems for specific purposes.



Common Core State Standards and Internet Safety

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- **College and Career Readiness Anchor Standards for Writing**
 - **Production and Distribution of Writing**
 - 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**
 - **Production and Distribution of Writing**
 - 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



Common Core Standards for Mathematics

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 5. Use appropriate tools strategically.

Domain – Quantities

- **Standard** - Reason quantitatively and use units to solve problems
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Domain – Statistics and Probability - Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

- **Standard** - Making Inferences and Justifying Conclusions
 - Understand and evaluate random processes underlying statistical experiments
 - Make inferences and justify conclusions from sample surveys, experiments and observational studies
- **Standard** - Using Probability to Make Decisions
 - Calculate expected values and use them to solve problems
 - Use probability to evaluate outcomes of decisions



International Society for Technology in Education (ISTE)

National Education Technology Standards for Students (NETS_S) and Internet Safety

- **Standard 4 - Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- C - Collect and analyze data to identify solutions and/or make informed decisions.
- D - Use multiple processes and diverse perspectives to explore alternative solutions.

- **Standard 5 - Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- A - Advocate and practice safe, legal, and responsible use of information and technology.
- B - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- C - Demonstrate personal responsibility for lifelong learning.
- D - Exhibit leadership for digital citizenship.



American Association of School Librarians (AASL)

Standards for the 21st Century Learner in Action

Internet Safety

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society

Strand 3.1: Skills

Indicator 3.1.6: Use information and technology ethically and responsibly.

Grade 10 Benchmarks:

- Understand what constitutes plagiarism and refrain from representing work attributable to others as their own.
- Demonstrate understanding of intellectual property rights by giving credit for all quotes, citing them properly in notes and bibliography.
- Abide by copyright guidelines for use of materials not in public domain.
- Legally obtain, store, and disseminate text, data, images, or sounds.
- Abide by the Acceptable Use Policy in all respects and use Internet responsibly and safely.
- Explain First Amendment rights and the process available to defend them.

Indicator: 3.1.2 - Participate and collaborate as members of a social and intellectual network of learners.

Indicator: 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Strand: 3.3: Responsibilities

Indicator 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.



Indicator 3.3.5: Contribute to the exchange of ideas within and beyond the learning community.

Sample behaviors

- Participate actively as a member of the learning community by contributing appropriate information, asking thoughtful questions, challenging questionable statements, and listening carefully to others.
- Move group idea exchanges to logical and inclusive conclusions by summarizing main points, finding consensus among ideas presented by different group members, and making sure that everyone in the group has had the opportunity to contribute.
- Present ideas publicly beyond the school learning community when opportunities become available.

Stages of development

Stage 1 - Offer appropriate information to help group deliberate and reach a decision together.

Stage 2 - Question own and others' ideas to ensure that shared ideas are investigated thoroughly from all sides.

Stage 3 - Challenge the thinking of the group to move it to better decision-making.

Strand 3.4 Self-Assessment Strategies

Indicator: 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

Indicator: 3.4.2 Assess the quality and effectiveness of the learning product.

Indicator: 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.