



Learning Standards and Internet Safety - Elementary

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

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 create short pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g., keyboard), and nontraditional sound sources (e.g., water-filled glasses)
- **Performance Indicator - Visual Arts** – Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences
 - Students reveal through their own art work understanding of how art mediums and techniques influence their creative decisions

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 - Theatre** - Students use the library/media center of their school or community to find story dramatization material or other theatre-related materials and to view videotapes of performances
- **Performance Indicator - Visual Arts** - Students understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent
 - Students develop skills with electronic media as a means of expressing visual ideas



Career Development and Occupational Studies

Standard - 1 - Career Development

- **Performance Indicator** - describe the changing nature of the workplace brought about by global competition and technology

Standard - 3a Universal Foundation Skills

- **Performance Indicator** - demonstrate an awareness of the different types of technology available to them and of how technology affects society.

English Language Arts

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

- **Literacy Competency** - Use a variety of media, such as print and electronic, when writing.

Family and Consumer Sciences

Standard - 2 - A Safe and Healthy Environment

- **Performance Indicator** - know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.



Health

Standard - 2 - A Safe and Healthy Environment

- **Performance Indicator** - understand basic safety rules.
- **Performance Indicator** - recognize potentially dangerous situations and know how to avoid or reduce their risk.
- **Performance Indicator** - know some personal and social skills which contribute to individual safety.
- **Performance Indicator** - recognize characteristics of the environment that contribute to health.

Standard - 3 - Resource Management

- **Performance Indicator** - identify characteristics of valid health information and health-promoting products and services and know where to locate them.
- **Performance Indicator** - understand how culture contributes to individual family and community beliefs and practices affecting health.
- **Performance Indicator** - know how to access help when illness, injury, or emergency situations occur.
- **Performance Indicator** - recognize how the media influences health choices.

Languages Other Than English

Standard - 1 – Checkpoint A - Communication Skills

- **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.
 - *This is evident when* - Students can compose short, informal notes and messages to exchange information with members of the target culture.



Mathematics

Standard - 2 - Information Systems

- **Performance Indicator** - use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.
- **Performance Indicator** - telecommunicate a message to a distant location with teacher help.
- **Performance Indicator** - access needed information from printed media, electronic data bases, and community resources.
- **Performance Indicator** - describe the uses of information systems in homes, schools, and businesses.
- **Performance Indicator** - understand that computers are used to store personal information.
- **Performance Indicator** - demonstrate ability to evaluate information.
- **Performance Indicator** - describe the uses of information systems in homes and schools.
- **Performance Indicator** - demonstrate ability to evaluate information critically.



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** - become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment



Science

Standard - 2 - Information Systems

- **Performance Indicator** - use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.
- **Performance Indicator** - telecommunicate a message to a distant location with teacher help.
- **Performance Indicator** - access needed information from printed media, electronic data bases, and community resources.
- **Performance Indicator** - describe the uses of information systems in homes, schools, and businesses.
- **Performance Indicator** - understand that computers are used to store personal information.
- **Performance Indicator** - demonstrate ability to evaluate information.
- **Performance Indicator** - describe the uses of information systems in homes and schools.
- **Performance Indicator** - demonstrate ability to evaluate information critically.

Social Studies

Standard - 5 - Civics, Citizenship, and Government

- **Performance Indicator** - examine what it means to be a good citizen in the classroom, school, home, and community.
- **Performance Indicator** - identify and describe the rules and responsibilities students have at home, in the classroom, and at school.



Technology

Standard - 5 - Technology

- **Performance Indicator** - use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.
- **Performance Indicator** - telecommunicate a message to a distant location with teacher help.
- **Performance Indicator** - access needed information from printed media, electronic data bases, and community resources.
- **Performance Indicator** - describe the uses of information systems in homes, schools, and businesses.
- **Performance Indicator** - understand that computers are used to store personal information.
- **Performance Indicator** - demonstrate ability to evaluate information.
- **Performance Indicator** - describe the uses of information systems in homes and schools.
- **Performance Indicator** - demonstrate ability to evaluate information critically.
- **Performance Indicator** - understand the importance of safety, cost, ease of use, and availability in selecting tools and resources for a specific purpose.
- **Performance Indicator** - use appropriate graphic and electronic tools and techniques to process information.
- **Performance Indicator** - identify familiar examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost, and function.
- **Performance Indicator** - describe how technology can have positive and negative effects on the environment and on the way people live and work.



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 and publish writing and to interact and collaborate with others.

Common Core Standards for Mathematics

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.
- 5. Use appropriate tools strategically.

Domain - Represent and interpret data

- **Standard** - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
 - solve real world and mathematical problems



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.
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- **Standard 5 - Digital Citizenship**

- 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 5 Benchmarks:

- Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.
- Understand that authors and illustrators own their writings and art and it is against the law to copy their work.
- Credit all sources properly with title, author, and page number.
- Observe Internet safety procedures including safeguarding personal information.
- Practice responsible use of technology and describe personal consequences of inappropriate use.
- Respect privacy of others (e-mail, files, passwords, book checkout, etc.).

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.