



Learning Standards and Internet Safety – Intermediate

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 - Visual Arts** - Students know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art

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 demonstrate knowledge of sources for understanding dance technologies: live, print, video, computer, etc.
- **Performance Indicator - Music** - Students use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces
- **Performance Indicator - Theatre** – Students use the school or community library/media centers and other resources to develop information on various theatre-related topics
- **Performance Indicator - Visual Arts** – Students use the computer and other electronic media as designing tools and to communicate visual ideas



Career Development and Occupational Studies

Standard - 3a - Universal Foundation Skills

- **Performance Indicator** - demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.
- **Performance Indicator** - select and use appropriate technology to complete a task.

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, with some direction, to acquire information.
- **Grade-Specific PI** - Read to collect and interpret data, facts, and ideas from multiple sources.
- **Grade-Specific PI** - Compare and contrast information on one topic from multiple sources.
- **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** - recognize the mental, social, and emotional aspects of good health.
- **Performance Indicator** - demonstrate the principles of safe and healthy child care.
- **Performance Indicator** - know the basics of managing a safe and healthy home.



Health

Standard - 2 - A Safe and Healthy Environment

- **Performance Indicator** - assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.
- **Performance Indicator** - demonstrate personal and social skills which enhance personal health and safety.
- **Performance Indicator** - understand the need for personal involvement in improving the environment.

Standard - 3 - Resource Management

- **Performance Indicator** - distinguish between valid and invalid health information, products and services.
- **Performance Indicator** - analyze how media and technology influence the selection of health information, products and services.

Languages Other Than English

Standard - 1 – Communication Skills – Checkpoint B

- **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* - produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language.



Mathematics

Standard - 2 - Information Systems

- **Performance Indicator** - use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.
- **Performance Indicator** - use spreadsheets and data-base software to collect, process, display, and analyze information. Students access needed information from electronic data bases and on-line telecommunication services.
- **Performance Indicator** - systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.
- **Performance Indicator** - understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
- **Performance Indicator** - understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.
- **Performance Indicator** - explain the impact of the use and abuse of electronically generated information on individuals and families.

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** - should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
 - **Performance Indicator** - demonstrate the ability to locate physical activity information, products, and services



Science

Standard - 2 - Information Systems

- **Performance Indicator** - use spreadsheets and data-base software to collect, process, display, and analyze information. Students access needed information from electronic data bases and on-line telecommunication services.
- **Performance Indicator** - systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.
- **Performance Indicator** - understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
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Social Studies

Standard - 5 - Civics, Citizenship, and Government

- **Performance Indicator** - understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities.
- **Performance Indicator** - discuss the role of an informed citizen in today's changing world.



Technology

Standard - 5 - Technology

- **Performance Indicator** - use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.
- **Performance Indicator** - use spreadsheets and data-base software to collect, process, display, and analyze information. Students access needed information from electronic data bases and on-line telecommunication services.
- **Performance Indicator** - systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.
- **Performance Indicator** - understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
- **Performance Indicator** - understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.
- **Performance Indicator** - explain the impact of the use and abuse of electronically generated information on individuals and families.

Standard - 5 - Technology

- **Performance Indicator** - locate and utilize a range of printed, electronic, and human information resources to obtain ideas.
- **Performance Indicator** - choose and use resources for a particular purpose based upon an analysis and understanding of their properties, costs, availability, and environmental impact.
- **Performance Indicator** - use a computer system to connect to and access needed information from various Internet sites.
- **Performance Indicator** - select appropriate technological systems on the basis of safety, function, cost, ease of operation, and quality of post-purchase support.



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 link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.



Common Core State Standards and Internet Safety

Common Core Standards for Mathematics

Mathematical Practices

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

Domain - Analyze patterns and relationships

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

Domain – Statistics and Probability

- **Standard** - Develop understanding of statistical variability.
 - 1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- **Standard** - Summarize and describe distributions.
- **Standard** - Use random sampling to draw inferences about a population.
 - 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.



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 8 Benchmarks:

- Avoid plagiarism by rephrasing information in own words.
- Document quotations and cite sources using correct bibliographic format.
- Observe Internet safety procedures including safeguarding personal information.

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.