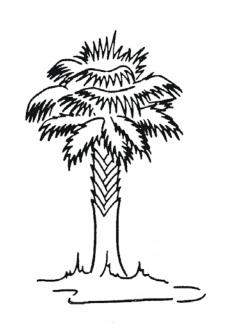# South Carolina K-12 Internet Safety Standards

South Carolina Department of Education
Columbia, South Carolina

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Standards Overview

Today's students, having grown up with technology and digital devices, are called digital natives. They are very technology savvy but still need instruction and guidance to become technology literate. Part of being technologically literate is knowing how to use technology effectively, responsibly, and safely. The South Carolina K-12 Internet Safety Standards were developed to provide a framework and guidance for educators as they work with their students to learn 21st Century skills and to become information and technologically literate.

The *National Education Technology Standards for Students* (NETS-Students) published by the International Society for Technology in Education (ISTE) and the national *Standards for the 21st Century Learner,* published by the American Association of School Librarians (AASL) address the issue of responsible use of information and technology. However, these standards do not address in-depth the issue of what students need to know in order to be safe in an online environment. The South Carolina K-12 Internet Safety Standards were written to fill this gap.

The South Carolina Department of Education (SCDE) CyberSafety Task Force was charged with developing a public awareness Internet safety program to design, develop, produce, and distribute instructional materials and programs for classroom teachers and administrators. These Internet Safety Standards are the basis for this public awareness program.

The standards are divided by grade bands—primary, elementary, middle, and high. The grade bands are as follows:
- [Primary]():   Kindergarten – Grade 2
- [Elementary](): Grades 3-5
- [Middle]():   Grades 6-8
- [High]():   Grades 9-12

K-12 Internet Safety Standards

Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.

Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.

Standard 3: Students recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.

Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Primary
(Kindergarten – Grade 2)

Digital Citizenship

Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.

Indicators:

1. Recognize that content uploaded to the web is accessible to everyone and creates a reflection of who you are throughout your life.
   > Students will recognize that various forms of content exist on the Internet.

2. Understand the difference between reality and virtual citizenship as it pertains to virtual games and virtual worlds.
   > Students will recognize the difference between reality and virtual (real vs. unreal).

3. Exhibit responsibility, safety and etiquette when communicating digitally.
   - Students will recognize that various forms of communication exist (e.g., text messaging, email, blogging).
   - Students will be polite communicating
   - Students will communicate only in child-safe environments (e.g., ePals, eChalk, SharpSchools, Class Blogmeister).

Media Literacy

Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.

Indicators:

1. Recognize author bias, critically evaluate resources, and apply effective search practices when researching on the Internet.
   - Students will recognize that not all content on the Internet is true.
   - Students will use only teacher approved sites in a monitored environment.

2. Collaborate safely, responsibly, and effectively when using wikis, blogs, email, and emerging technologies.
   > Students will use collaboration tools (e.g., Google Docs, wikis, blogs) only with adult supervision.

3. Identify digital propaganda (e.g., pop up ads, spam).
   > Students will recognize the purpose of pop-up advertisements.

Cyber Ethics

Standard 3: Students recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.

Indicators:

1. Respect the copyright and intellectual property rights of others.
   Students will understand that illegal downloading or copying resources is stealing.

2. Identify plagiarism when using digital tools and content.
   Students will recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law.

3. Identify hacking and recognize the legal ramifications.
   Students will only use their personal login and password.

4. Understand the legal, ethical, and privacy guidelines for emailing and viewing/posting content.
   - Students will recognize that posting inappropriate pictures of themselves and others is wrong.
   - Students will recognize that sending inappropriate emails about others is wrong.

5. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying.
   Students will recognize that bullying online is the same as real life bullying.

Personal Safety

Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Indicators:

1. Recognize attempts at phishing for information.
   Students will be taught not to open up email messages from people they do not recognize.

2. Implement procedures to protect computer systems from viruses and hackers.
   Students will not open email attachments without adult supervision.
3. Recognize the tactics that online predators use to lure students.
   - Students will not talk to strangers online.
   - Students will tell an adult if someone online makes them feel uncomfortable.
   - Students will not give out any personal information (name, address, phone number, email address, school name, personal description, etc.).
4. Avoid access to controversial content.

Students will only go to sites that have been approved by an adult.

5. Avoid sharing personal logins and passwords.
   Students will never tell anyone their personal login or password.
6. Identify the type of information that may lead to identity theft.
   Students will not give out any personal information (e.g., name, address, phone number, email address, school name, personal description).
7. Identify the appropriate use and safety precautions when participating in online activities.
   - Students will not give out personal information online.
   - Students should only participate in chatrooms, instant messaging, social networking, and online games with the permission and supervision of an adult.

Elementary
(Grades 3-5)

Digital Citizenship

Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.

Indicators:
1. Recognize that content uploaded to the web is accessible to everyone and creates a reflection of who you are throughout your life.
   - Students will use discernment when posting content on email, websites, social networks, wikis, blogs and other collaboration tools
   - Students will understand that Internet content can be archived and can exist forever.

2. Understand the difference between reality and virtual citizenship as it pertains to virtual games and virtual worlds.
   Students will recognize the difference between reality and virtual (real vs. unreal).

3. Exhibit responsibility, safety and etiquette when communicating digitally.
   - Students will safely and responsibly use various forms of communication.
   - Students will recognize who has access to view and respond to communication.
   - Students will understand that online communication, including email and text messaging, is never private and may be shared with others without your knowledge.
   - Students will communicate politely in email, wikis, blogs, and forums.
   - Students should communicate only in child-safe environments (e.g., ePals, eChalk, SharpSchools, Class Blogmeister).

Media Literacy

Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.

Indicators:
1. Recognize author bias, critically evaluate resources, and apply effective search practices when researching on the Internet.
   - Students will recognize that not all content on the Internet is true.
   - Students will use teacher approved sites and kid-friendly search engines in a monitored environment.

2. Collaborate safely, responsibly, and effectively when using wikis, blogs, email, and emerging technologies.
   - Students should use collaboration tools (e.g., Google Docs, wikis, blogs)

only with adult supervision.
- Students will learn to use appropriate collaboration tools and exhibit responsible behavior.

3. Understand the appropriate time and place to use instant messaging lingo and emoticons as they apply to formal and informal writing.
    Students will understand that instant messaging lingo is a part of informal writing.

4. Identify digital propaganda (e.g., pop up ads, spam)*.
    Students will recognize digital propaganda on websites and email.

Cyber Ethics

Standard 3: Students recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.

Indicators:

1. Respect the copyright and intellectual property rights of others.
    - Students will recognize that it is illegal to download media or copy resources outside the copyright guidelines of Fair Use
    - Students will understand the term "copyright" and apply it to their own interaction on the Internet..

2. Identify plagiarism when using digital tools and content.
    - Students will understand the term "plagiarism" and recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law.
    - Students will identify hacking and recognize the legal ramifications.
    - Students will only use their personal login and password.
    - Students will understand that unauthorized access to computer programs and systems carries legal consequences.Understand the legal, ethical, and privacy guidelines for emailing and viewing/posting content.

3. Students will recognize that posting inappropriate pictures of themselves and others is wrong.
    - Students will only use their personal login and password.
    - Students will understand that unauthorized access to computer programs and systems carries legal consequences.

4. Students will recognize that sending inappropriate emails about others is wrong.
    - Students will recognize that posting inappropriate pictures of themselves and others is wrong.
    - Students will recognize that sending inappropriate emails about others is wrong.
    - Students will understand that posting or commenting on anything that could hurt others is wrong.

- Students will understand when it is appropriate to forward digital communication (e.g., email, text messages, pictures, videos).

5. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying.
    - Students will recognize that bullying online is the same as real life bullying.
    - Students will refrain from repetitive, unwanted digital communication.

Personal Safety

Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Indicators:

1. Recognize attempts at phishing for information.
    - Students will understand the term "phishing" and be taught not to open up email messages from people they do not recognize.
    - Students will understand the consequences of responding to or forwarding phishing scams.

2. Implement procedures to protect computer systems from viruses and hackers.
    - Students will understand what an email attachment is and what it can do.
    - Students will distinguish between appropriate and inappropriate email attachments.
    - Students should not open questionable email attachments without asking an adult

3. Recognize the tactics that online predators use to lure students.
    - Students will not talk to strangers online.
    - Students will tell an adult if someone online makes them feel uncomfortable.
    - Students will not give out any personal information (e.g., name, address, phone number, email address, school name, personal description).
    - Students will recognize that an adult predator may pose as a child online.

4. Avoid access to controversial content.
    - Students will only go to sites that have been approved by an adult or use a child-friendly search engine.
    - Students should not sign up for an account on any website without adult approval.

5. Avoid sharing personal logins and passwords.
    Students will never tell anyone their personal login or password.

6. Identify the type of information that may lead to identity theft.

Students will not give out any personal information (e.g., name, address, phone number, email address, school name, personal description).

7. Identify the appropriate use and safety precautions when participating in online activities.
   - Students will not give out personal information online.
   - Students should only participate in chatrooms, instant messaging, social networking, and online games with the permission and supervision of an adult.

Middle Grades
(Grades 6-8)

Digital Citizenship

Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.

Indicators:

1. Recognize that content uploaded to the web is accessible to everyone and creates a reflection of who you are throughout your life.
   - Students will use discernment when posting content on email, websites, social networks, wikis, blogs and other collaboration tools.
   - Students will understand that Internet content can be archived and can exist forever.
   - Students will understand that digital content sent via phone, cameras, and other digital devices can be archived and can exist forever.

2. Understand the difference between reality and virtual citizenship as it pertains to virtual games and virtual worlds.
   - Students will understand the difference between interacting in a virtual world and the real world.
   - Students will understand the responsibility of virtual citizenship.
   - Students will recognize the risks and symptoms of online addiction.

3. Exhibit responsibility, safety and etiquette when communicating digitally.
   - Students will safely and responsibly use various forms of communication.
   - Students will recognize who has access to view and respond to communication.
   - Students will understand that online communication, including email and text messaging, is never private and may be shared with others without your knowledge.
   - Students will communicate politely in email, wikis, blogs, and forums.
   - Students should communicate only in child-safe environments (e.g., ePals, eChalk, SharpSchools, Class Blogmeister).
   - Students will understand that commercial email accounts outside the child-safe environment are exposed to risks.

Media Literacy

Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.

Indicators:

1. Recognize author bias, critically evaluate resources, and apply effective search practices when researching on the Internet.
   - Students will learn to identify the source of Internet content.
   - Students will learn to identify different domain types and their purpose (e.g., .org, .gov, .edu, .net, .com)
   - Students will learn to critically evaluate digital information.
   - Students will use teacher approved sites or approved search engines in a monitored environment.
   - Students will learn how to effectively use search strategies.

2. Collaborate safely, responsibly, and effectively when using wikis, blogs, email, and emerging technologies.
   - Students should use collaboration tools (e.g., Blackboard, Google Docs, wikis, blogs) only with adult supervision.
   - Students will learn to use appropriate collaboration tools and exhibit responsible behavior.
   - Students will learn how to interact appropriately (e.g., inflammatory language) on collaboration tools.

3. Understand the appropriate time and place to use instant messaging lingo and emoticons as they apply to formal and informal writing.
   - Students will understand that instant messaging lingo is a part of informal writing but not appropriate for all informal writing.
   - Students will understand when it is appropriate to use the conventions of written Standard American English in collaboration tools.
   - Identify digital propaganda (e.g., pop up ads, spam, advertisements)
   - Students will recognize the purpose of digital propaganda in websites and email.

4. Identify digital propaganda (e.g., pop up ads, spam)**.**
   - Students will recognize the purpose of digital propaganda in websites and email.

Cyber Ethics

Standard 3: Students recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.

Indicators:

1. Respect the copyright and intellectual property rights of others.
   - Students will recognize that it is illegal to download media or copy resources outside the copyright guidelines of Fair Use
   - Students will understand the term "copyright" and apply it to their own interaction on the Internet.
   - Students will understand Fair Use and their obligations regarding citations and references.

2. Identify plagiarism when using digital tools and content.
   - Students will understand the term "plagiarism" and recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law.
   - Students will understand their obligations regarding citations and references.

3. Identify hacking and recognize the legal ramifications.
   - Students will only use their personal login and password.
   - Students will understand that unauthorized access to computer programs and systems carries legal consequences.

4. Understand the legal, ethical, and privacy guidelines for emailing and viewing/posting content.
   - Students will recognize that posting inappropriate pictures of themselves and others is wrong and can carry legal consequences.
   - Students will recognize that sending inappropriate emails about others is wrong and can carry legal consequences.
   - Students will understand that posting or commenting on anything that could hurt others is wrong and can carry legal consequences.
   - Students will understand when it is appropriate to forward digital communication (e.g., email, text messages, pictures, videos)

5. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying.
   - Students will recognize that bullying online is the same as real life bullying and can carry legal consequences.
   - Students will refrain from repetitive, unwanted digital communication which can carry legal consequences.

Personal Safety

Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Indicators:

1. Recognize attempts at phishing for information.
   - Students will understand the term "phishing" and know when to open email messages from people they do not recognize.
   - Students will understand the consequences of responding to or forwarding phishing scams.

2. Implement procedures to protect computer systems from viruses and hackers.
   - Students will understand what an email attachment is and what it can do.
   - Students will distinguish between appropriate and inappropriate email attachments.
   - Students should not open questionable email attachments without asking an adult.
   - Students will learn to recognize file extensions such as .jpg, .exe, .doc
   - Students will learn to use software applications that will protect computer systems from viruses and hackers.

3. Recognize the tactics that online predators use to lure students.
   - Students will use caution when chatting online.
   - Students will not meet someone encountered online.
   - Students will tell an adult if someone online makes them feel uncomfortable or asks to meet them.
   - Students will not give out any personal information (e.g., name, address, phone number, email address, school name, personal description, photos, clubs).
   - Students will recognize that an adult predator may pose as a child online.

4. Avoid access to controversial content.
   - Students will only go to sites or search engines that have been approved by an adult in a monitored environment.
   - Students should not sign up for an account on any website without adult approval.

5. Avoid sharing personal logins and passwords.
   - Students will never tell anyone their personal login or password.
   - Students will understand the importance of logging out.
   - Students will understand the dangers of automatically saving logins and passwords on digital applications and web sites.

6. Identify the type of information that may lead to identity theft.

Students will not give out any personal information (e.g., name, address, phone number, email address, school name, personal description, social security number, school ID number).

7. Identify the appropriate use and safety precautions when participating in online activities.
   - Students will not give out personal information online.
   - Students should only participate in chatrooms, instant messaging, social networking, and online games with the permission and supervision of an adult.

High School
(Grades 9-12)

Digital Citizenship

Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.

Indicators:

1. Recognize that content uploaded to the web is accessible to everyone and creates a reflection of who you are throughout your life.
   - Students will use discernment when posting content on email, websites, social networks, wikis, blogs and other collaboration tools.
   - Students will understand that digital content can affect college admissions and employment.
   - Students will understand that Internet content can be archived and can exist forever.
   - Students will understand that digital content sent via phone, cameras, and other digital devices can be archived and can exist forever.

2. Understand the difference between reality and virtual citizenship as it pertains to virtual games and virtual worlds.
   - Students will understand the difference between interacting in a virtual world and the real world.
   - Students will understand the responsibility of virtual citizenship.
   - Students will recognize the risks and symptoms of online addiction.
   - Students will distinguish between real-world digital interaction and virtual interaction.

3. Exhibit responsibility, safety and etiquette when communicating digitally.
   - Students will safely and responsibly use various forms of communication.
   - Students will recognize who has access to view and respond to communication.
   - Students will understand that online communication, including email and text messaging, is never private and may be shared with others without your knowledge.
   - Students will understand that legal consequences are more serious once the age of majority is attained. (Prosecution and inclusion on the sexual predator list are possible consequences of taking or sharing inappropriate pictures and videos.)
   - Students will communicate politely in email, wikis, blogs, and forums.
   - Students will understand that commercial email accounts are exposed to risks.

Media Literacy

Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.

Indicators:

1. Recognize author bias, critically evaluate resources, and apply effective search practices when researching on the Internet.
   - Students will learn to identify the source of Internet content.
   - Students will learn to identify different domain types and their purpose (e.g., .org, .gov, .edu, .net, .com)
   - Students will learn to critically evaluate digital information.
   - Students will use appropriate web sites and approved search engines in a monitored environment.
   - Students will learn to effectively use advanced search strategies.

2. Collaborate safely, responsibly, and effectively when using wikis, blogs, email, and emerging technologies.
   - Students should use appropriate collaboration tools (e.g., Blackboard, Google Docs, wikis, blogs) and exhibit responsible behavior.
   - Students will interact appropriately (e.g., inflammatory language) on collaboration tools.

3. Understand the appropriate time and place to use instant messaging lingo and emoticons as they apply to formal and informal writing.
   - Students will understand that instant messaging lingo is a part of informal writing but not appropriate for all informal writing.
   - Students will understand when it is appropriate to use the conventions of written Standard American English in collaboration tools.

4. Identify digital propaganda (e.g., pop up ads, spam)*.*
   Students will recognize the purpose of digital propaganda in websites and email.

Cyber Ethics

Standard 3: Students recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.

Indicators:

1. Respect the copyright and intellectual property rights of others.
   - Students will recognize that it is illegal to download media or copy resources outside the copyright guidelines of Fair Use
   - Students will understand the term "copyright" and apply it to their own interaction on the Internet.
   - Students will understand Fair Use and their obligations regarding citations and references.

2. Identify plagiarism when using digital tools and content.
   - Students will understand the term "plagiarism" and recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law.
   - Students will understand their obligations regarding citations and references.

3. Identify hacking and recognize the legal ramifications.
   - Students will only use their personal login and password.
   - Students will understand that unauthorized access to computer programs and systems carries legal consequences.

4. Understand the legal, ethical, and privacy guidelines for emailing and viewing/posting content.
   - Students will recognize that posting inappropriate pictures of themselves and others is wrong and can carry legal consequences.
   - Students will recognize that sending inappropriate emails about others is wrong and can carry legal consequences.
   - Students will understand that posting or commenting on anything that could hurt others is wrong and can carry legal consequences.
   - Students will understand when it is appropriate to forward digital communication (e.g., email, text messages, pictures, videos).
   - Students will understand that significant legal consequences are possible depending on student age and the offense.

5. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying.
   - Students will recognize that bullying online is the same as real life bullying and can carry significant legal consequences depending on student age and the offense.
   - Students will refrain from repetitive, unwanted digital communication which can carry legal consequences.

Personal Safety

Standard 4: Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.

Indicators:

1. Recognize attempts at phishing for information.
   - Students will understand the term "phishing" and know when to open email messages from people they do not recognize.
   - Students will understand the consequences of responding to, forwarding, or participating in phishing scams.

2. Implement procedures to protect computer systems from viruses and hackers.
   - Students understand what an email attachment is and what it can do.
   - Students will distinguish between appropriate and inappropriate email attachments.
   - Students should understand the danger of opening questionable email attachments.
   - Students should understand the function of file extensions such as .jpg, .exe, .doc.
   - Students use software applications that will protect computer systems from viruses and hackers.

3. Recognize the tactics that online predators use to lure students.
   - Students will use caution when chatting online.
   - Students will not meet someone encountered online.
   - Students will tell an adult if someone online makes them feel uncomfortable or asks to meet them.
   - Students will not give out any personal information (e.g., name, address, phone number, email address, school name, personal description, photos, clubs, driver's license, social security number, school ID number).
   - Students will recognize that an adult predator may be deceptive about their age, gender, or other characteristics.

4. Avoid access to controversial content.
   - Students will only go to appropriate sites or search engines.
   - Students should be aware that access to any website can be tracked and may have significant legal consequences.

5. Avoid sharing personal logins and passwords.
   - Students will never tell anyone their personal login or password.
   - Students will understand the importance of logging out.
   - Students will understand the dangers of automatically saving logins and passwords on digital applications and web sites.

6. Identify the type of information that may lead to identity theft.
   - Students will not give out any personal information (name, address, phone number, email address, school name, personal description, social

security number, driver's license number, school ID number, etc.).
- Students will understand the importance of preventing identity theft.

7. Identify the appropriate use and safety precautions when participating in online activities.
    - Students will not give out personal information online.
    - Students should use caution if participating in chatrooms, instant messaging, social networking, or online games.
    - Students should understand the dangers of using digital tools while driving (e.g., texting, cell phone use).

Internet Safety Standards
Vertical Alignment Across Grade Bands

		Primary (P)	Elementary (E)	Middle (M)	High (H)
Digital Citizenship	**Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.**				
1. Recognize that content uploaded to the web is accessible to everyone and creates a reflection of who you are throughout your life		• Students will recognize that various forms of content exist on the Internet.	• Students will use discernment when posting content on email, websites, social networks, wikis, blogs and other collaboration tools • Students will understand that Internet content can be archived and can exist forever.	• Students will use discernment when posting content on email, websites, social networks, wikis, blogs and other collaboration tools. • Students will understand that Internet content can be archived and can exist forever. • Students will understand that digital content sent via phone, cameras, and other digital devices can be archived and can exist forever.	• Students will use discernment when posting content on email, websites, social networks, wikis, blogs and other collaboration tools. • Students will understand that digital content can affect college admissions and employment. • Students will understand that Internet content can be archived and can exist forever. • Students will understand that digital content sent via phone, cameras, and other digital devices can be archived and can exist forever.

	Primary (P)	Elementary (E)	Middle (M)	High (H)
Digital Citizenship	**Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.**			
2. Understand the difference between reality and virtual citizenship as it pertains to virtual games and virtual worlds.	• Students will recognize the difference between reality and virtual (real vs. unreal)	• Students will recognize the difference between reality and virtual (real vs. unreal)	• Students will understand the difference between interacting in a virtual world and the real world. • Students will understand the responsibility of virtual citizenship. • Students will recognize the risks and symptoms of online addiction.	• Students will understand the difference between interacting in a virtual world and the real world. • Students will understand the responsibility of virtual citizenship. • Students will recognize the risks and symptoms of online addiction. • Students will distinguish between real-world digital interaction and virtual interaction.

	Primary (P)	Elementary (E)	Middle (M)	High (H)
Digital Citizenship	**Standard 1: Students recognize their rights and responsibilities in using technologies within the context of today's world.**			
3. Exhibit responsibility, safety and etiquette when communicating digitally	• Students will recognize that various forms of communication exist (e.g., text messaging, email, blogging). • Students will be polite communicating • Students will communicate only in child-safe environments (e.g., ePals, eChalk, SharpSchools, Class Blogmeister).	• Students will safely and responsibly use various forms of communication. • Students will recognize who has access to view and respond to communication. • Students will understand that online communication, including email and text messaging, is never private and may be shared with others without your knowledge. • Students will communicate politely in email, wikis, blogs, and forums. • Students should communicate only in child-safe environments (e.g., ePals, eChalk, SharpSchools, Class Blogmeister).	• Students will safely and responsibly use various forms of communication. • Students will recognize who has access to view and respond to communication. • Students will understand that online communication, including email and text messaging, is never private and may be shared with others without your knowledge. • Students will communicate politely in email, wikis, blogs, and forums. • Students should communicate only in child-safe environments (e.g., ePals, eChalk, SharpSchools, Class Blogmeister). • Students will understand that commercial email accounts outside the child-safe environment are exposed to risks.	• Students will safely and responsibly use various forms of communication. • Students will recognize who has access to view and respond to communication. • Students will understand that online communication, including email and text messaging, is never private and may be shared with others without your knowledge. • Students will understand that legal consequences are more serious once the age of majority is attained. (Prosecution and inclusion on the sexual predator list are possible consequences of taking or sharing inappropriate pictures and videos.) • Students will communicate politely in email, wikis, blogs, and forums. • Students will understand that commercial email accounts are exposed

		Primary (P)	Elementary (E)	Middle (M)	High (H)
Media Literacy	**Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.**				
1. Recognize author bias, critically evaluate resources, and apply effective search practices when researching on the Internet.		• Students will recognize that not all content on the Internet is true. • Students will use only teacher approved sites in a monitored environment	• Students will recognize that not all content on the Internet is true. • Students will use teacher approved sites and kid-friendly search engines in a monitored environment.	• Students will learn to identify the source of Internet content. • Students will learn to identify different domain types and their purpose (e.g., .org, .gov, .edu, .net, .com) • Students will learn to critically evaluate digital information. • Students will use teacher approved sites or approved search engines in a monitored environment. • Students will learn how to effectively use search strategies.	• Students will learn to identify the source of Internet content. • Students will learn to identify different domain types and their purpose (e.g., .org, .gov, .edu, .net, .com) • Students will learn to critically evaluate digital information. • Students will use appropriate web sites and approved search engines in a monitored environment. • Students will learn to effectively use advanced search strategies.

		Primary (P)	Elementary (E)	Middle (M)	High (H)
Media Literacy	**Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.**				
2. Collaborate safely, responsibly, and effectively when using wikis, blogs, email, and emerging technologies.		• Students will use collaboration tools (e.g., Google Docs, wikis, blogs) only with adult supervision	• Students should use collaboration tools (e.g., Google Docs, wikis, blogs) only with adult supervision. • Students will learn to use appropriate collaboration tools and exhibit responsible behavior.	• Students should use collaboration tools (e.g., Blackboard, Google Docs, wikis, blogs) only with adult supervision. • Students will learn to use appropriate collaboration tools and exhibit responsible behavior. • Students will learn how to interact appropriately (e.g., inflammatory language) on collaboration tools.	• Students should use appropriate collaboration tools (e.g., Blackboard, Google Docs, wikis, blogs) and exhibit responsible behavior. • Students will interact appropriately (e.g., inflammatory language) on collaboration tools

		Primary (P)	Elementary (E)	Middle (M)	High (H)
Media Literacy	**Standard 2: Students use critical thinking and evaluation while incorporating appropriate digital tools and resources into their education.**				
3. Understand the appropriate time and place to use instant messaging lingo and emoticons as they apply to formal and informal writing.		(not appropriate at this age level)	• Students will understand that instant messaging lingo is a part of informal writing.	• Students will understand that instant messaging lingo is a part of informal writing but not appropriate for all informal writing. • Students will understand when it is appropriate to use the conventions of written Standard American English in collaboration tools. • Identify digital propaganda (e.g., pop up ads, spam, advertisements) • Students will recognize the purpose of digital propaganda in websites and email.	• Students will understand that instant messaging lingo is a part of informal writing but not appropriate for all informal writing. • Students will understand when it is appropriate to use the conventions of written Standard American English in collaboration tools.
4. Identify digital propaganda (e.g., pop up ads, spam*).*		• Students will recognize the purpose of pop-up advertisements	• Students will recognize digital propaganda on websites and email.	• Students will recognize the purpose of digital propaganda in websites and email.	• Students will recognize the purpose of digital propaganda in websites and email.

		Primary (P)	Elementary (E)	Middle (M)	High (H)
Cyberethics	**Standard 3: Students recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions**				
1. Respect the copyright and intellectual property rights of others.		• Students will understand that illegal downloading or copying resources is stealing.	• Students will recognize that it is illegal to download media or copy resources outside the copyright guidelines of Fair Use • Students will understand the term "copyright" and apply it to their own interaction on the Internet.	• Students will recognize that it is illegal to download media or copy resources outside the copyright guidelines of Fair Use • Students will understand the term "copyright" and apply it to their own interaction on the Internet. • Students will understand Fair Use and their obligations regarding citations and references.	• Students will recognize that it is illegal to download media or copy resources outside the copyright guidelines of Fair Use • Students will understand the term "copyright" and apply it to their own interaction on the Internet. • Students will understand Fair Use and their obligations regarding citations and references.

2. Identify plagiarism when using digital tools and content	• Students will recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law	• Students will understand the term "plagiarism" and recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law.	• Students will understand the term "plagiarism" and recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law. • Students will understand their obligations regarding citations and references.	• Students will understand the term "plagiarism" and recognize that copying content directly from the Internet and claiming it as their own is stealing and against the law. • Students will understand their obligations regarding citations and references.
3. Identify hacking and recognize the legal ramifications	• Students will only use their personal login and password.	• Students will only use their personal login and password. • Students will understand that unauthorized access to computer programs and systems carries legal consequences.	• Students will only use their personal login and password. • Students will understand that unauthorized access to computer programs and systems carries legal consequences.	• Students will only use their personal login and password. • Students will understand that unauthorized access to computer programs and systems carries legal consequences.

4. Understand the legal, ethical, and privacy guidelines for emailing and viewing/posting content.	• Students will recognize that posting inappropriate pictures of themselves and others is wrong. • Students will recognize that sending inappropriate emails about others is wrong.	• Students will recognize that posting inappropriate pictures of themselves and others is wrong. • Students will recognize that sending inappropriate emails about others is wrong. • Students will understand that posting or commenting on anything that could hurt others is wrong. • Students will understand when it is appropriate to forward digital communication (e.g., email, text messages, pictures, videos**)**	• Students will recognize that posting inappropriate pictures of themselves and others is wrong and can carry legal consequences. • Students will recognize that sending inappropriate emails about others is wrong and can carry legal consequences. • Students will understand that posting or commenting on anything that could hurt others is wrong and can carry legal consequences. • Students will understand when it is appropriate to forward digital communication (e.g., email, text messages, pictures, videos)	• Students will recognize that posting inappropriate pictures of themselves and others is wrong and can carry legal consequences. • Students will recognize that sending inappropriate emails about others is wrong and can carry legal consequences. • Students will understand that posting or commenting on anything that could hurt others is wrong and can carry legal consequences. • Students will understand when it is appropriate to forward digital communication (e.g., email, text messages, pictures, videos). • Students will understand that significant legal consequences are possible depending on student age and the offense.

5. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying.	• Students will recognize that bullying online is the same as real life bullying.	• Students will recognize that bullying online is the same as real life bullying. • Students will refrain from repetitive, unwanted digital communication.	• Students will recognize that bullying online is the same as real life bullying and can carry legal consequences. • Students will refrain from repetitive, unwanted digital communication which can carry legal consequences.	• Students will recognize that bullying online is the same as real life bullying and can carry significant legal consequences depending on student age and the offense. • Students will refrain from repetitive, unwanted digital communication which can carry legal consequences.
	Primary (P)	Elementary (E)	Middle (M)	High (H)
Personal Safety		**Standard 4- Students will recognize online risks and dangers in order to take appropriate actions to protect themselves while using digital tools and resources.**		
1. Recognize attempts at phishing for information.	• Student will be taught not to open up email messages from people they do not recognize.	• Students will understand the term "phishing" and be taught not to open up email messages from people they do not recognize. • Students will understand the consequences of responding to or forwarding phishing scams.	• Students will understand the term "phishing" and know when to open email messages from people they do not recognize. • Students will understand the consequences of responding to or forwarding phishing scams.	• Students will understand the term "phishing" and know when to open email messages from people they do not recognize. • Students will understand the consequences of responding to, forwarding, or participating in phishing scams.

2. Implement procedures to protect computer systems from viruses and hackers.	• Students will not open email attachments without adult supervision.	• Students will understand what an email attachment is and what it can do. • Students will distinguish between appropriate and inappropriate email attachments. • Students should not open questionable email attachments without asking an adult	• Students will understand what an email attachment is and what it can do. • Students will distinguish between appropriate and inappropriate email attachments. • Students should not open questionable email attachments without asking an adult. • Students will learn to recognize file extensions such as .jpg, .exe, .doc • Students will learn to use software applications that will protect computer systems from viruses and hackers.	• Students understand what an email attachment is and what it can do. • Students will distinguish between appropriate and inappropriate email attachments. • Students should understand the danger of opening questionable email attachments. • Students should understand the function of file extensions such as .jpg, .exe, .doc • Students use software applications that will protect computer systems from viruses and hackers.

| 3. Recognize the tactics that online predators use to lure students | • Students will not talk to strangers online.
• Students will tell an adult if someone online makes them feel uncomfortable.
• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, etc.). | • Students will not talk to strangers online.
• Students will tell an adult if someone online makes them feel uncomfortable.
• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, etc.).
• Students will recognize that an adult predator may pose as a child online. | • Students will use caution when chatting online.
• Students will not meet someone encountered online.
• Students will tell an adult if someone online makes them feel uncomfortable or asks to meet them.
• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, photos, clubs, etc.).
• Students will recognize that an adult predator may pose as a child online. | • Students will use caution when chatting online.
• Students will not meet someone encountered online.
• Students will tell an adult if someone online makes them feel uncomfortable or asks to meet them.
• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, photos, clubs, driver's license, social security number, school ID number, etc.).
• Students will recognize that an adult predator may be deceptive about their age, gender, or other characteristics. |

4. Avoid access to controversial content	• Students will only go to sites that have been approved by an adult.	• Students will only go to sites that have been approved by an adult or use a child-friendly search engine. • Students should not sign up for an account on any website without adult approval.	• Students will only go to sites or search engines that have been approved by an adult in a monitored environment. • Students should not sign up for an account on any website without adult approval.	• Students will only go to appropriate sites or search engines. • Students should be aware that access to any website can be tracked and may have significant legal consequences.
5. Avoid sharing personal logins and passwords.	• Students will never tell anyone their personal login or password.	• Students will never tell anyone their personal login or password.	• Students will never tell anyone their personal login or password. • Students will understand the importance of logging out. • Students will understand the dangers of automatically saving logins and passwords on digital applications and web sites.	• Students will never tell anyone their personal login or password. • Students will understand the importance of logging out. • Students will understand the dangers of automatically saving logins and passwords on digital applications and web sites.

6. Identify the type of information that may lead to identity theft.	• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, etc.).	• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, etc.).	• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, social security number, school ID number, etc.).	• Students will not give out any personal information (name, address, phone number, email address, school name, personal description, social security number, driver's license number, school ID number, etc.). • Students will understand the importance of preventing identity theft.
7. Identify the appropriate use and safety precautions when participating in online activities	• Students will not give out personal information online. • Students should only participate in chatrooms, instant messaging, social networking, and online games with the permission and supervision of an adult.	• Students will not give out personal information online. • Students should only participate in chatrooms, instant messaging, social networking, and online games with the permission and supervision of an adult.	• Students will not give out personal information online. • Students should only participate in chatrooms, instant messaging, social networking, and online games with the permission and supervision of an adult.	• Students will not give out personal information online. • Students should use caution if participating in chatrooms, instant messaging, social networking, or online games. • Students should understand the dangers of using digital tools while driving (e.g., texting, cell phone use).