

Dedham Public Schools' Internet Safety Instructional Plan

The Dedham Public Schools Internet Safety Policy is three-pronged: 1) to provide a safe environment when students are using the instructional network and accessing the Internet, 2) to educate students and parents about the District's Acceptable Use Policy (AUP) and to provide remediation when students do not follow the AUP, and 3) to integrate an up-to-date Internet Safety Instructional Plan into the curriculum to ensure all students take part in formal Internet safety instruction K-12. The goal is to help students become informed and responsible digital citizens.

At the beginning of each school year, all students and parents/guardians are required to review the District's AUP which is part of the school handbook. Students and parents sign a contract of understanding for the school handbook. The AUP and other technology policies are posted on the District's website. In addition, all students take an AUP quiz and discuss the correct answers during the first week of school.

The Instructional Plan is structured into three grade spans: Elementary grades K-5, Middle School grades 6-8, and High School grades 9-12. By engaging students in grade appropriate lessons, each year reinforces prior knowledge, builds student understanding, and develops strategies for safe and responsible Internet use. As Web 2.0 tools continue to develop, teacher professional development and student instruction is updated and adapted to address changing issues.

At the elementary level, the Library Media Specialists present teaching units based on the *i-Safe* curriculum and *CyberSmart* activities. Students view videos and take part in group discussions as well as develop brochures and complete hands-on activities relating to safe searching, website evaluation, intellectual property, password protection, online safety and responsibility in the cyber community, and strategies to deal with personal safety. Internet Safety is integrated and reinforced during classroom topics covered in weekly library lessons throughout the school year. In addition, grade 4 health classes reinforce Internet safety topics as part of the Michigan Model health program.

At the Middle School, grades 6-8 computer classes include formal Internet Safety lessons as part of the curriculum. With the use of materials provided through i-Safe of America, students in Grades 6 and 7 participate in several class sessions each on Internet safety topics. Sessions utilize PowerPoint presentations, videos, hands-on activities and class discussions to gain knowledge in Internet safety practices. Topics of discussion for Grade 6 include Personal Safety and Web Logs. As a culminating activity, newsletters are created and shared. Grade 7 discusses the following Internet safety topics: Cyber Community, Cyber Bullying and Predator Identification. Their product is a self-prepared PowerPoint presentation depicting what they have learned in their instructional sessions. Both grade levels are exposed to safe Internet practices in the use of technology at the school through a study of Dedham's Acceptable Use Policy.

Grade 8 students receive materials on Internet safety through staff-generated handouts and activities. Students develop an understanding of the following concepts when working with the Internet: Copyright Infringement, Security and Privacy Issues, Website Evaluation and Creating Internet Citations. As a culminating project, students create a researched-based PowerPoint

presentation utilizing the concepts covered during the instructional sessions. In addition, these students also review and discuss Dedham's Acceptable Use Policy.

At the High School, there is a graduation requirement that all students complete one of the mandatory Computer Education courses. Intellectual property, plagiarism, research skills, search techniques, website evaluation, and MLA format are covered during the completion of a research project. Students and academic teachers are encouraged to use *Turnitin.com* to monitor plagiarism. Students use a variety of online communication tools in their classes to demonstrate appropriate behaviors in a social network and become responsible members of the cyber community. Cyber crime, cyber security and personal safety topics are addressed by viewing iSafe videos, taking part in discussions and hands-on activities. All aspects of Internet Safety are integrated into the curriculum and reinforced throughout the year-long course.

In addition to the required computer course, Internet safety is reinforced during four, formal advisory lessons each year. Video clips, current events in the news, discussion questions, hands-on, interactive activities and group activities are used to cover such topics as cyber bullying, social networking, personal profiles, online predators, intellectual property, hacking, gaming, music and movie piracy, identity theft, cyber crime, and sexting. The lessons are posted on the school webpage with student resources for each topic. As new technology and new issues arise, topics will be updated. By the time the students graduate from high school, they will have participated in 16 focused Internet safety lessons.

After completing the K-12 Internet Safety Instruction, the students of the Dedham Public Schools would have participated in a comprehensive program, which provides them the opportunity to become informed, productive digital citizens of the cyber community who may participate in the online world safely.

Elementary i-Safe Curriculum Grades 1 - 5

<p>MA Recommended Instructional Technology Standard 2: Students will demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.</p> <p>Concepts and Skills:</p> <ul style="list-style-type: none"> 2.1 Follow classroom rules for responsible use of computers. 2.2 Develop understanding of the school's rules for safe and ethical Internet use. 2.7 Explain and demonstrate ethical and legal behavior in copying files, applications, and media. 2.9 Explain safe practices for sharing personal information via e-mail and the Internet. 2.13 Explain how media and technology can be misused to distort or exaggerate information. 		
Grade	Goal	Activity
Grade 1	Students will develop an understanding of the concept of being safe in the community and apply it to their knowledge of being safe on the Internet.	Students will engage in a group discussion moderated by the librarian and the "I-Buddy" booklet. Discussion includes never traveling in cyberspace alone, not sharing personal information, and reporting suspicious activities to a trusted adult.
Grade 2	Students will apply their knowledge of being safe on the Internet by identifying what personal information is and why they should not provide this on Internet sites.	Students will engage in a group discussion moderated by the librarian. Discussion includes never traveling in cyberspace alone, not sharing personal information, and reporting suspicious activities to a trusted adult. Students will interact with two Disney videos about being safe on the Internet.
Grade 3	Students will apply their knowledge of being safe on the Internet by identifying what personal information is and why they should not provide this on Internet sites that require this for admission or joining purposes.	Students will engage in a group discussion moderated by the librarian and the "I-Buddy" booklet. Discussion includes reporting suspicious activities to a trusted adult and not sharing personal information. The discussion focuses on the temptations to win prizes and join clubs by entering personal information and strategies for dealing appropriately with these (consulting an adult or ignoring them). Students will apply their knowledge in the form of an interactive quiz by Disney on Internet safety.

<p>Grade 4</p>	<p>Students will understand the basic concepts of property and Intellectual Property.</p> <p>Students will develop an understanding of the need to make responsible choices to ensure personal safety when using the Internet.</p> <p><i>Note:</i> Internet safety topics covered by the Library Media Specialists are reinforced by the grade 4 health teachers who use the Michigan Model health program.</p>	<p>Students evaluate websites for their content, accuracy, functionality and authorship. Students learn the importance of treating intellectual property with respect by documenting its source.</p> <p>Through a teacher-moderated discussion, prompted by open-ended questions, students gain an understanding of how to recognize dangers in their cyber community including cyberbullying, predator dangers, and cyber security including viruses and identity theft.</p>
<p>Grade 5</p>	<p>Students will understand the basic concepts of property and Intellectual Property. Students will understand the basics of how to cite a source found on the Internet and cite all reference sources correctly.</p> <p>Students will develop an understanding of the need to make responsible choices to ensure personal safety when using the Internet.</p>	<p>Class discussion identifies why bibliographies are important.</p> <p>Librarian instructs class on proper citations of reference sources. Students complete a bibliography including print and non-print reference sources.</p> <p>Through a teacher-moderated discussion and screen name sorting activity, students gain an understanding of how to recognize dangers within their cyber community including cyberbullying, predator dangers, and cyber security including viruses and identity theft. <u>Soccer Girl</u> video is played and moderated discussion ensues as to how not to fall victim to predators on the Internet.</p>

Middle School I-Safe Curriculum Grades 6 - 8

MA Recommended Instructional Technology Standard 2:

Students will demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media. Concepts and Skills:

Ethics

- G6-8: 2.1 Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.
- G6-8: 2.2 Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.
- G6-8: 2.3 Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.
- G6-8: 2.4 Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).

Health and Safety

- G6-8: 2.10 Explain the potential risks associated with the use of networked digital information (e.g., Internet, mobile phones, wireless, LANs).
- G6-8: 2.11 Provide examples of safe and unsafe practices for sharing personal information via e-mail and the Internet.
- G6-8: 2.12 Explain why computers, networks, and information need to be protected from viruses, intrusion, and vandalism.
- G6-8: 2.13 Explain terms associated with the safe, effective, and efficient use of telecommunications/Internet (e.g., password, firewalls, spam, security, Acceptable Use Policy).
- G6-8: 2.14 Describe how cyber bullying can be blocked.

Grade	Goal	Activity
Grade 6	<p>Students will understand the importance of Personal Safety when using the Internet.</p> <p>Students will develop an understanding of Web logs and create a positive and safe approach to blogging.</p>	<p>The following lessons use materials from I-Safe:</p> <p>PERSONAL SAFETY LESSONS:</p> <p>Students will use the I-Safe PowerPoint presentation for Personal Safety, stopping to read an article and to engage in created discussion questions.</p> <ol style="list-style-type: none"> 1. As the students complete the PPT presentation, the teacher will pass out a four-page overview on personal safety. This information may be used to create a project at the end of the Internet safety lessons for Personal Safety.

		<ol style="list-style-type: none"> 2. To enhance your presentation of the information, the following video segments and hands-on activities may be used: <ol style="list-style-type: none"> a. Chapter 3 video depicting the need for safety education. b. Chapter 2 segment on "Predators". c. Handout depicting three Internet profiles. Students should discuss what information should be removed from these profiles in order to be safe. d. Chapter 6 video depicting a list of acronyms used during chats. e. Chapter 7 segment on stalking from online conversations (story of Sarah). f. Handout depicting a chat where students will circle inappropriate conversational items. g. Chapter 4 video depicting unknown people using chat. h. Chapter 8 video on "Kacie" depicting a person who was kidnapped and murdered by someone they met online. 3. Using the materials from I-Safe, create an MS Publisher document depicting Internet safety information (newsletter/brochure). 4. As a review, students should engage in the Internet safety Bingo game. 5. Students will participate in the interactive software game, "Missing," to become aware of techniques used by Internet predators.
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		<p>WEB LOGS LESSON:</p> <p>Students will review information on blogging through the use of the I-Safe PowerPoint presentation for Web Logs.</p> <ol style="list-style-type: none"> 1. After distributing the I-Safe Safe Blogging newsletter (2 pages), students will read and discuss the articles in the newsletter. <p>Students will take part in a blogging activity. Distribute the Blogging Activity sheet, and have each student highlight or check a topic to be used. (Note: each group will be utilizing 5-6 topics). Have the students create an entry on their blog. After approximately 2 minutes, have the students rotate their blog sheet and create an entry on a different blog sheet. Continue the activity for 10-15 minutes. At the end of the activity, have the students review the blog sheets and circle inappropriate information. Discuss as a class group.</p>
Grade 7	<p>Students will develop an understanding of the following concepts when working on the Internet:</p> <ul style="list-style-type: none"> • Cyber Community • Cyber Bullying • Predator Identification 	<p>The following lessons use materials from I-Safe:</p> <p>CYBER COMMUNITY LESSONS:</p> <p>Students will review information on Cyber Community through the use of the I-Safe PowerPoint presentation provided.</p> <ol style="list-style-type: none"> 1. Start the PowerPoint presentation for Community Issues. Slide 11 will have you pass out the Cyber Citizens handout. Slide 20 will ask you to pass out the "Suggested Interview Questions" handout. Stop the presentation after Slide 24.

		<p>2. To enhance your presentation of the information, stop the PPT presentation after Slide 24 and view the video segments/complete hands-on activities after the following slides:</p> <ul style="list-style-type: none"> a. Chapter 2 video (freedom of speech, hate sites, pornography sites). b. Chapter 3 video. This video discusses online advertisements, typo squatting (taking you to inappropriate websites due to a different spelling of keywords), and spam. It also covers helpful hints if you become mousetrapped. Stop the video after the mousetrapped info. <p>CYBER BULLYING LESSONS:</p> <p>Students will review information on Cyber Bullying through the use of the I-Safe PowerPoint presentation provided.</p> <ul style="list-style-type: none"> 1. Begin the PowerPoint presentation for Cyber Bullying on Slide 6. Hand out to students the Cyber Bullying Factsheet. Use slides 6-17 to discuss Cyber Bullying and Chatroom Netiquette. 2. To enhance your presentation of the information, stop the PPT presentation after slide 17 and complete the activities/view the video segments: <ul style="list-style-type: none"> a. Handout the "It's Easy - Be Considerate" worksheet. Discuss as a group.
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		<ul style="list-style-type: none"> b. Chapter 4 video on Cyber bullying - run the video from the start (many statistics). The video includes cyber bullying examples and an intro again to the Ryan Halligan story. c. Chapter 5 video on the Ryan Halligan Story (cyber bullying). d. Chapter 6 video which covers the David Knight hate page, screen names, cell phones (messages and pictures), blogs, blog rings, online bullying, legal matters, and cyber bullying tips. e. Handout the "What is Cyber Bullying?" worksheet. Discuss as a group. <p>PREDATOR IDENTIFICATION LESSONS:</p> <p>Students will review information on Predator Identification through the use of the I-Safe PowerPoint presentation provided.</p> <ol style="list-style-type: none"> 1. Start the PowerPoint presentation and hold at Slide #1. Read the Teacher Resource Article. 2. Return to the PPT. You will need to run Slides 2 - 14. Stop and view the Chapter 2 video. 3. Complete the "Sample Chat" activity (handouts in packet). 4. Return to the PPT. Run Slides 15 - 18. Stop and view the Chapter 3 video.
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		<p>5. Return to the PPT. Run Slides 19 - 28. Stop and view the Chapter 4 video. Complete the "Screen Name Activity" (handouts in packet).</p> <p>6. View Chapter 5 video on the story of Kristina Long. You can stop the video after the story (the remainder of the chapter is directed towards parents).</p>
Grade 8	<p>Students will develop an understanding of the following concepts when working with the Internet:</p> <ul style="list-style-type: none"> • Copyright Infringement • Security and Privacy Issues • Website Evaluation • Creating Internet Citations 	<p>COPYRIGHT INFRINGEMENT LESSON:</p> <ol style="list-style-type: none"> 1. Using a handout, students will discuss the types of information found on the web, a definition of copyright, fair use, and examples of copyrighted materials. 2. Students will complete the Copyright Guidelines Student Activity (handout). This activity will have students using an Internet site to discover why people copyright materials, what can be copyrighted, and the duration of a copyright. Students will also have an opportunity to view movie and music court cases on copyright infringement. <p>SECURITY AND PRIVACY ISSUES LESSON:</p> <ol style="list-style-type: none"> 1. Using a handout, students will discuss information pertaining to the need for security, passwords and firewalls, protecting you from the dangers of the Internet, viruses, and privacy issues. 2. Students will complete the Security and Privacy Issues Student Activity (handout). For this activity, students will access the Surfer Beware cite and locate specific information geared toward becoming a safer surfer.

		<p>Included are Internet, email and online shopping facts as well as online shopping tips.</p> <p>3. Students will participate in the interactive software game, "Mirror Image," to become aware of techniques used by Internet predators.</p> <p>WEBSITE EVALUATION LESSON:</p> <p>1. Using a handout, students will discuss how to locate keywords on a web page. Students will also review several aspects of a web page that should be reviewed prior to using the site in research:</p> <ul style="list-style-type: none"> a. Who is the author or institution? b. Does the author provide a bibliography? c. What is the domain of the URL? d. Who is the intended audience? e. Does the information contained on the site contain any bias (political, religious, institutional, or ideological)? f. Is the page a brief overview or an in-depth analysis? g. Is the information opinion-based? h. Are facts included, and if so, are they properly cited? i. What is the purpose of the web page? j. Is the information current? <p>2. Students will complete the Website Evaluation Student Activity (handout). This activity will have</p>
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		<p>students visiting three Internet websites to evaluate them for research purposes.</p> <p>CREATING INTERNET CITATIONS LESSON:</p> <ol style="list-style-type: none">1. Using a handout, students will discuss the purpose of using Internet citations, commonly used formats, the difficulties in citing Internet resources, URL formats, the differences between resources in printed form and from the Internet, ways to determine dates, titles and authors, examples of Internet citations, and reasons to record information from the Internet. <p>Students will complete the Citations Student Activity (handout). In this activity, students open a prepared PowerPoint presentation, and will view three specific Internet sites. Students are to create a citation for each of the slides containing information from the Internet sites.</p>
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High School I-Safe Curriculum Grades 9 - 12

MA Recommended Instructional Technology Standard 2:

Students will demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media. Concepts and Skills:

Ethics

- G9-12: 2.1 Demonstrate compliance with the school's Acceptable Use Policy.
- G9-12: 2.2 Explain issues related to the responsible use of technology (e.g., privacy, security).
- G9-12: 2.3 Explain laws restricting the use of copyrighted materials.
- G9-12: 2.4 Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.
- G9-12: 2.5 Write correct in-text citations and reference lists for text and images gathered from electronic sources.
- G9-12: 2.6 Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis).
- G9-12: 2.7 Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.

Health and Safety

- G9-12: 2.13 Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, social networking sites).
- G9-12: 2.14 Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities).
- G9-12: 2.15 Explain ways individuals can protect their technology systems and information from unethical users.

The following goal will be met by all students at Dedham High School:

Goal	Activity
Students will understand and comply with Dedham's Acceptable Use Policy.	<p>At the beginning of each school year, students will complete an AUP quiz and review answers with homeroom teachers.</p> <p>Students and parents will sign a handbook which indicates acceptance of the rules.</p>

<i>The following goals will be met in the Computer Education Required Courses:</i>	
Goal	Activity
Students will understand and practice fair use of intellectual property laws.	<p>All Students: Students will participate in an Intellectual Property and Internet Safety Jeopardy simulation.</p> <p>Students will watch the Intellectual Property and Internet Safety I-Safe video clips and will complete a quiz assessing their understanding of the concepts.</p> <p>Level 1 Students: Students are required to complete an MLA formatted research project on Intellectual Property.</p> <p style="padding-left: 40px;">Step 1: Students will watch I-Safe videos pertaining to Intellectual Property and Internet safety.</p> <p style="padding-left: 40px;">Step 2: Students will research Intellectual Property concepts using library resources.</p> <p style="padding-left: 40px;">Step 3: Students will develop an MLA research project on Intellectual Property.</p> <p>Level 2 Students: Students will create a multimedia presentation including a glossary of terms on Intellectual Property.</p> <p>Students will create a flyer on current event articles on the topics of Intellectual Property and Internet Safety.</p>

<i>The following goals will be met in the Computer Education Required Courses:</i>	
Goal	Activity
Students will understand the concept of plagiarism, and will appropriately apply citations when summarizing, paraphrasing and quoting ideas from others.	<p>The following activities will be used to reinforce the concept of plagiarism and the use of citations:</p> <p>Students will have an in-depth discussion on plagiarism based on the Widener presentation.</p> <ul style="list-style-type: none"> • Students will complete a quiz on plagiarism. • Students will use the following resources to create citations for their written assignments: <ul style="list-style-type: none"> ○ Turnitin.com ○ Online citation tools ○ MS Word 2007
Students will gain an understanding of Cyber Security, emphasizing the dangers involved in the flow of information over the Internet.	<p>Students will use the Air Dogs simulation.</p> <p>Students will read and analyze current event articles and summarize how articles have personal relevance.</p>
Students will demonstrate appropriate behavior and practices when using online communication tools.	Students will use various communication tools throughout the course (e.g. discussion board, group pages, wikis and other developing technologies).
Students will understand the issues associated with and consequences of unauthorized file sharing, downloading of information, virus spreading, and hacking for personal and commercial reasons.	<p>Students will watch the I-Safe video clips and discuss these topics in class.</p> <p>Students will use the Air Dogs simulation.</p> <p>Students will comply with the district's Acceptable Use Policy.</p>

High School Advisory Lessons - Grades 9-12	
Goal	Activity
<p>Students will understand how to be a safe, responsible member of the digital community.</p> <p>Students will complete four, focused Internet safety lessons per year during Advisory time with their teacher.</p> <p>Students will complete 16 comprehensive Internet safety lessons upon graduation.</p>	<p>Advisory lessons are based on up-to-date issues and news events of interest to teenagers and young adults relating to Internet safety. Particular emphasis is placed on responsible online behavior and consequences that may be a result of inappropriate behavior.</p> <p>Each lesson provides online resources for students to explore and strategies for dealing with potential dangers on the Internet.</p> <p>Video clips, current events in the news, discussion questions, hands-on, interactive activities and group activities are used to cover such topics as cyber bullying, social networking, personal profiles, online predators, intellectual property, hacking, gaming, music and movie piracy, identity theft, cyber crime, and sexting.</p>