

# Basic Children's Internet Protection Act (CIPA)

## —REQUIREMENTS—



Stage 1

ONLINE SAFETY REQUIREMENTS

Grades 2-3

# Children's Internet Protection Act

## Background

The Children's Internet Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

## What CIPA Requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measure must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must **provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.**

Federal Communications Commission  
445 12<sup>th</sup> Street SW, Washington, DC 20554  
Phone: 1-888-225-5322

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# Basic Children's Internet Protection Act (CIPA) Implementation Guide



Common Sense Media's free, comprehensive E-rate Toolkit at [www.commonsense.org/erate](http://www.commonsense.org/erate) provides you, your teachers, and your school community with all of the resources you need to educate your students about three CIPA-required topics: 1) appropriate online behavior, 2) safety and privacy, and 3) cyberbullying. The Toolkit contains lessons organized by grade, complete with supporting student handouts, videos, assessments, and parent tips, as well as a Teacher Verification Document.

## ELEMENTARY SCHOOL

One 45-minute lesson per grade per year

Grade	Lesson
K	Going Places Safely
1	Sending Email
2	Show Respect Online
3	Follow the Digital Trail
4	The Power of Words
5	Talking Safely Online

## MIDDLE SCHOOL

Two 45-minute lesson per grade per year

Grade	Lesson
6	<ul style="list-style-type: none"><li>• Safe Online Talk</li><li>• Strong Passwords</li></ul>
7	<ul style="list-style-type: none"><li>• Trillion Dollar Footprint</li><li>• Cyberbullying: Crossing the Line</li></ul>
8	<ul style="list-style-type: none"><li>• Which Me Should I Be?</li><li>• Cyberbullying; Be Upstanding</li></ul>

Access these lessons from the Toolkit's Teacher Page: [www.commonsense.org/erate-teachers](http://www.commonsense.org/erate-teachers).

[www.commonsense.org](http://www.commonsense.org)



# Teacher Verification Document

TEACHER NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

GRADE/CLASS: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DISTRICT: \_\_\_\_\_

SCHOOL YEAR: \_\_\_\_\_

*I verify that I have...*

- Understood and embraced the district-wide Internet Safety Policy and the education requirements related to Children's Internet Protection Act (CIPA).
- Educated my students according to the lesson requirements.

*I hereby certify that the above actions have been carried out during the 20\_\_ – 20\_\_ school year.*

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Teacher, please sign and turn in this Teacher Verification Document and any other pertinent paperwork required by your district.

# ACCEPTABLE USE AGREEMENT

*English*

*Spanish*

**BAKERSFIELD CITY SCHOOL DISTRICT**  
**1300 Baker Street**  
**Bakersfield, CA 93305**

***ACCEPTABLE USE AGREEMENT (AUA):***  
***DISTRICT TECHNOLOGICAL RESOURCES***

**Background Information, Commitments, and General Requirements**

The Governing Board of the Bakersfield City School District's ("District") has adopted a policy (Student Use of Technology, BP 400.43) describing rules and procedures to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of, or access to, sensitive information, and to comply with the: (1) Children's Online Privacy Protection Act (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Broadband Data Improvement Act. (Pub.L. 110-385.); (3) Protecting Children in the 21st Century Act (15 USC 6551); (4) Children's Internet Protection Act (20 USC 6301 et seq); (5) Enhancing Education Through Technology Act of 2001 (20 USC 6751 et seq.); and (6) the internet safety provisions of the No Child Left Behind Act (20 USC 6777). This *Acceptable Use Agreement (AUA)* brings together information from several District policies describing user obligations and responsibilities. The term "user" means anyone using District technological resources (e.g., computers, Internet, email, other forms of direct electronic communications, and equipment provided by the District regardless of the physical location of the user).

The District will use technology protection measures to block or filter, to the extent possible, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor use of the District's technology resources for improper use without advance notice or consent and to take immediate corrective action regarding any improper activities. As the District deems necessary, authorized employees will: (1) monitor users' online activities; (2) access, review, and copy; (3) store or delete any electronic communication or files; and (4) disclose files and documents to others. Users have no expectation of privacy regarding their use of District technological resources.

Users shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on race or ethnicity, ethnic group identification, physical or mental disability, medical condition, marital or parental status, sex or gender, gender identity, gender expression, genetic information, age, color, ancestry, national origin or nationality, religion, limited proficiency in English, or sexual orientation.

District staff will provide age-appropriate instruction to students about the safe, proper, and appropriate behavior while using technological resources. Although student use of District technological resources to access public social networking sites is prohibited, such instruction shall include, but not be limited to: the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, interacting with other individuals on social networking web sites and in chat rooms, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

**Use of District Technological Resources**

Before a student is authorized to use the District's technological resources, the student and his/her parent/guardian shall sign and return this *AUA* to acknowledge and agree to all the conditions specified here. Each District school will keep a copy of the *AUA* signature page on file. Annually and before each student uses District technology, the principal/designee will verify the presence of a fully executed *AUA*. Once signed, the *AUA* acknowledgement/permission page remains in effect until: (1) revoked by the parent; (2) the student has a cancellation of user privileges; or (3) the student is no longer enrolled. Even without a signature on the *AUA*, employees, students, and all other users are required to follow applicable laws, policies, procedures, including

the requirements described within this *AUA*. By using the District resources, each user agrees to comply with all rules. Each user is required to report any misuse of the District's technological resources to the appropriate employee (e.g., teacher, supervisor, or other District personnel). If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor, or other appropriate District personnel.

Students are authorized to use District technological resources or equipment to access the Internet or other online services in accordance with Board policy, the user obligations, and responsibilities specified in the District's *Acceptable Use Agreement*.

**Accessing Technological Resources Outside of School Setting.** Students will access the District technological resources outside of school only if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use outside of school.

### **Penalties for Improper Use**

Students who violate District or school rules and regulations, to include the unacceptable uses of the District's technological resources may be subject to consequences including, but not limited to: (1) legal action; (2) suspension; (3) expulsion; (3) transfer to alternative programs; (4) cancelling or limiting student user privileges; (5) denial of participation in extracurricular or cocurricular activities; (6) or other privileges. When a crime may have been committed, the Superintendent or designee shall notify local law enforcement. In accordance with law and policy, students also may be subject to a District or school consequence(s), for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

### **Disclaimer**

The District makes no guarantees and denies any responsibility for the accuracy or quality of the information obtained by using District technological resources. Any statement accessible through the District's resources is understood to be the author's individual point of view and not that of the District, its affiliates, or employees. The student and parent/guardian, as a condition of the student's use of District technological resources, agree to indemnify and hold harmless the District or any District employee and waive all claims or suits for damages, costs, or injury arising from the failure of any technology protection measures, violations of copyright restrictions, user mistakes or negligence, or other obligations arising from use of District technological resources. Any charges a user accrues due to the inappropriate and unauthorized use of the District's resources are to be borne by the user.



**BAKERSFIELD CITY SCHOOL DISTRICT:  
ACCEPTABLE USE AGREEMENT  
ADDITIONAL STUDENT AGREEMENTS**

**Personal Responsibility and Safety**

1. I will use the school computers safely, responsibly, and for educational purposes.
2. I will take care of the computer and all technology equipment as if it belonged to me.
3. I will keep my passwords private and not share them with my friends.
4. I will only use school computers for classroom work assigned by the teacher.
5. I will report any misuse of the computer or the network to a teacher or the principal.
6. I will immediately stop and tell the teacher or person in charge if anything happens on the computer or on the Internet that is wrong or makes me feel uncomfortable.

**Inappropriate Uses**

7. I will not use someone else's username and password to log into the computer or network.
8. I will not read, delete, copy, or modify email or use another person's identity.
9. I will not attempt to bypass security measures on the District network.
10. I will not download any software from the Internet unless specifically directed to as part of a lesson.
11. I will not buy, sell, or advertise anything using the school computer and/or network.
12. I will not use technology equipment to encourage the use of drugs, alcohol, and tobacco or take any action that is unethical or prohibited by law or District policy.

**Digital Citizenship**

13. I will not threaten, harass, insult, ridicule, gossip, or tease others while I am online or using a computer. I understand these behaviors may result in punishment to include loss of privileges.
14. I will not copy information and use it as if it were my own ideas without giving credit to the information's author and source. I know that failure to properly cite my sources of information is called plagiarism and is a form of cheating.

**Online Behavior**

15. I understand that computer files and electronic communications are not private and may be accessed by the District to ensure proper use.
16. I will not share personal information (either my own nor another student's) including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number on the Internet.
17. I will use respectful and appropriate language without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior, or beliefs. (These are actions that could be considered harassment or bullying).
18. I will not post copyrighted material online.

**Required Signatures: BCSD Acceptable Use Agreement**

**STUDENT**

By signing below, I am showing I understand and agree to follow all rules listed in this four-page *Acceptable Use Agreement*. I understand that any rules I do not follow may result in disciplinary action, losing my user account, and legal action. I further understand I may be held responsible for using technological resources outside of school if my conduct violates District rules. I agree to report any misuse of the District electronic system to a teacher, principal, or other District employee.

Student Name (please print): \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**PARENT OR GUARDIAN**

As the parent/guardian of this student, I have read and understand this *Acceptable Use Agreement (AUA)* consisting of four pages. I understand this *AUA* has been designed to help ensure safe, proper, and appropriate conduct while staff and students use technological resources. By signing below, I am consenting to my student using District technological resources consistent with all the provisions of this *AUA*. I further understand I may revoke this consent in writing, but this revocation will not affect any action taken in reliance on my consent before the District receives my written notice of revocation.

Parent or Guardian Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**SPONSORING TEACHER**

I have received and read Board Policy 400.43 entitled Student Use of Technology, the accompanying administrative regulation, and this *Acceptable Use Agreement (AUA)* describing expectations for the appropriate use of the District's technological resources. I have been provided with information about the role of staff to supervise student use of technological resources. As the sponsoring teacher, I agree to instruct the student to fulfill the requirements of the policy and *AUA*. This commitment includes agreeing to report any prohibited use or misuse of the District's technological resources to the appropriate Bakersfield City School District administrator and to comply with all applicable law, policy, and procedure.

Teacher's Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**BAKERSFIELD CITY SCHOOL DISTRICT**  
**1300 Baker Street**  
**Bakersfield, CA 93305**

***ACUERDO DEL USO ACEPTABLE (AUA):***  
***RECURSOS TECNOLÓGICOS DEL DISTRITO***

**Información de los antecedentes, compromisos, y requisitos generales**

La mesa directiva gobernante del Distrito Escolar de la Ciudad de Bakersfield (“Distrito”) ha adoptado una norma (Uso de tecnología del estudiante, BP 400.43) describiendo las reglas y procedimientos para prevenir el acceso no autorizado y otras actividades ilícitas por usuarios en línea, prevenir la divulgación no autorizada, acceso, información sensitiva, y para cumplir con: (1) Decreto de Protección de la Privacidad En Línea de los Niños (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Decreto del Mejoramiento de Datos de Banda Ancha. (Pub.L. 110-385.); (3) Decreto Protegiendo a los Niños en el Siglo XXI (15 USC 6551); (4) Decreto de Protección de Internet de los Niños (20 USC 6301 et seq); (5) Decreto de Mejoramiento de la Educación Por Medio de la Tecnología del 2001 (20 USC 6751 et seq.); y (6) y las provisiones de seguridad del Internet del Decreto Ningún Niño se Quedará Atrás (20 USC 6777). Este *acuerdo del uso Aceptable (AUA)* une la información de varias normas del distrito describiendo las obligaciones y responsabilidades del usuario. El término "usuario" significa cualquier persona usando los recursos tecnológicos del distrito (ej., computadoras, Internet, correo electrónico, otras formas de comunicaciones electrónicas directas, y equipo proveído por el distrito a pesar de la ubicación física del usuario).

El distrito usará medidas de protección de tecnología para bloquear o filtrar, hasta el punto posible, acceso de descripciones visuales que son *obscenas, pornográficas, y dañinas para los menores* en la red informática. El distrito reserva el derecho de monitorear el uso de los recursos de tecnología del distrito por uso impropio sin aviso de anticipo o consentimiento y tomar una acción correctiva inmediata respecto a cualquier actividad impropia. Como el distrito considere necesario, los empleados autorizados: (1) monitorearán las actividades en línea de los usuarios; (2) conseguirán acceso, revisarán, y copiarán; (3) almacenarán o borrarán cualquier comunicación electrónica o archivos; y (4) divulgarán archivos y documentos a otros. Los usuarios no tienen expectativa de privacidad respecto a su uso de recursos tecnológicos del distrito.

Los usuarios no deberán conseguir acceso, anunciar, someter, publicar, o mostrar cuestiones dañinas o inapropiadas que sean amenazadoras, obscenas, perturbadoras, o sexualmente explícitas, o que podrían ser interpretadas como acoso o menosprecio de los demás basado en la raza o etnicidad, identificación de grupo étnico, discapacidad mental o física, condición médica, estado civil o paternal, sexo o género, identidad de género, expresión de género, información genética, edad, color, ascendencia, origen nacional o nacionalidad, religión, aptitud limitada en inglés, u orientación sexual.

El personal del distrito proveerá instrucción de edad apropiada a los estudiantes acerca del comportamiento seguro, propio y apropiado mientras usan los recursos tecnológicos. Aunque el uso de los recursos tecnológicos del distrito del estudiante para conseguir acceso a sitios de redes sociales públicos es prohibido, tal instrucción deberá incluir, pero no estará limitada a: los peligros de anunciar información personal en línea, mala representación por depredadores en línea, cómo reportar amenazas o contenido inapropiado u ofensivo, interactuar con otros individuos en sitios de redes sociales y salas de charlas, comportamientos que constituyen acoso cibernético, y cómo responder cuando se es sujeto al acoso cibernético.

**Uso de los recursos tecnológicos del distrito**

Antes de que un estudiante sea autorizado para usar los recursos tecnológicos del distrito, el estudiante y su padre/madre/tutor deberá firmar y regresar este Acuerdo del uso aceptable (*AUA*) para reconocer y estar de acuerdo a todas las condiciones especificadas aquí. Cada escuela del distrito mantendrá una copia de la página

de la firma del *AUA* archivada. Anualmente y antes de que un estudiante use la tecnología del distrito, el director/designado verificará la presencia de un *AUA* totalmente ejecutado. Una vez firmada, la página de reconocimiento/permiso del *AUA* permanecerá en efecto hasta que: (1) sea revocada por el padre/madre; (2) el estudiante tenga una cancelación de privilegios de usuario; o (3) el estudiante ya no esté inscrito. Aún sin una firma en el *AUA*, a los empleados, estudiantes, y todos los demás usuarios se les requiere seguir las leyes aplicables, normas, procedimientos, incluyendo los requisitos descritos dentro de este *AUA*. Usando los recursos del distrito, cada usuario está de acuerdo con cumplir con todas las reglas. A cada usuario se le requiere reportar cualquier uso incorrecto de los recursos tecnológicos del distrito al empleado apropiado (ej., maestro, supervisor, u otro personal del distrito). Si el usuario no está seguro acerca de si un uso particular es aceptable o apropiado, él o ella deberán consultar a un maestro, supervisor, u otro personal apropiado del distrito.

Los estudiantes están autorizados para usar los recursos tecnológicos del distrito o equipo para conseguir acceso al Internet u otros servicios en línea en conformidad con la norma de la mesa directiva, las obligaciones del usuario, y responsabilidades especificadas en el *Acuerdo del uso aceptable* del distrito.

**Conseguir acceso de recursos tecnológicos fuera de la ubicación de la escuela.** Los estudiantes conseguirán acceso a los recursos tecnológicos del distrito fuera de la escuela sólo si un padre/madre o tutor legal supervisa su uso en todo momento. El padre/madre o tutor del estudiante es responsable por monitorear el uso del menor fuera de la escuela.

### **Consecuencias por el uso impropio**

Los estudiantes quienes violen las reglas y el reglamento del distrito o escuela, que incluye los usos inaceptables de los recursos tecnológicos del distrito pueden estar sujetos a consecuencias incluyendo, pero no limitadas a: (1) acción legal; (2) suspensión; (3) expulsión; (3) transferencia a programas alternativos; (4) cancelar o limitar los privilegios de usuario del estudiante; (5) denegación de la participación en las actividades extracurriculares o co-curriculares; (6) u otros privilegios. Cuando un crimen pudo haber sido hecho, el superintendente o designado deberá notificar a las autoridades policíacas locales. De acuerdo con la ley y norma, los estudiantes también pueden estar sujetos a las consecuencias del distrito o escuela, por cualquier conducta fuera del recinto escolar durante las horas que no hay clases que represente una amenaza o peligro para la seguridad de los estudiantes, personal, o propiedad del distrito, o sustancialmente interrumpa las actividades de la escuela.

### **Denegación de responsabilidad**

El distrito no hace garantías y niega cualquier responsabilidad por la exactitud o calidad de la información obtenida usando los recursos tecnológicos del distrito. Cualquier declaración accesible por medio de los recursos del distrito se entiende ser el punto de vista del autor individual y no del distrito, sus afiliados, o empleados. El estudiante y padre/madre/tutor, como condición del uso de los recursos tecnológicos del distrito del estudiante, está de acuerdo en indemnizar y librar de cualquier responsabilidad al distrito o a cualquier empleado del distrito y renunciar a todos los reclamos o proceso judicial por daños, costos, o perjuicio surgiendo de la falla de cualquier medida de protección tecnológica, violaciones de restricciones con derechos reservados, errores del usuario o negligencia, u otras obligaciones surgiendo del uso de los recursos tecnológicos del distrito. Cualquier cargo que el usuario acumule debido al uso inapropiado y no autorizado de los recursos del distrito debe ser sostenido por el usuario.

**BAKERSFIELD CITY SCHOOL DISTRICT:  
ACUERDO DEL USO ACEPTABLE  
ACUERDOS ADICIONALES DEL DISTRITO**

**Seguridad y responsabilidad personal**

1. Usaré las computadoras de la escuela sin peligro, responsablemente, y para propósitos educativos.
2. Cuidaré la computadora y todo el equipo de tecnología como si me perteneciera.
3. Mantendré mis contraseñas privadas y no las compartiré con mis amigos.
4. Sólo usaré las computadoras de la escuela para el trabajo del salón de clases asignado por el maestro.
5. Reportaré cualquier mal uso de la computadora o red informática al maestro o al director.
6. Me detendré inmediatamente y le diré al maestro o persona encargada si pasa cualquier cosa en la computadora o en el Internet que está mal, o me hace sentir incómodo.

**Usos inapropiados**

7. No usaré el nombre de usuario y contraseña de alguien más para entrar a la computadora o red informática.
8. No leeré, borraré, copiaré, o modificaré el correo electrónico o usaré otra identidad de la persona.
9. No intentaré pasar sobre las medidas de seguridad en la red informática del distrito.
10. No bajaré ningún software del Internet a menos que se especifique directamente como parte de la lección.
11. No compraré, venderé, o anunciaré cualquier cosa usando la computadora de la escuela y/o red informática.
12. No usaré el equipo de tecnología para animar el uso de drogas, alcohol, y tabaco o tomar alguna acción que sea poco ética o prohibido por la ley o norma del distrito.

**Civismo digital**

13. No amenazaré, acosaré, insultaré, burlaré, chismearé, o fastidiaré a otros mientras estoy en línea o usando una computadora. Entiendo que estos comportamientos pueden resultar en castigo que incluye la pérdida de privilegios.
14. No copiaré información y la usaré como si fueran mis propias ideas sin darle crédito al autor de la información y fuente. Sé que la falla de citar apropiadamente mis fuentes de información se le llama plagio y es una forma de hacer trampa.

**Comportamiento en línea**

15. Entiendo que los archivos de la computadora y comunicaciones electrónicas no son privadas y se puede conseguir acceso por el distrito para asegurar el uso propio.
16. No compartiré información personal (ya sea la mía propia ni de otro estudiante) incluyendo: referencias de donde yo vivo, detalles acerca de la familia o amigos (incluyendo nombres), mi edad, cumpleaños, domicilio, o número de teléfono en el Internet.
17. Usaré un lenguaje respetuoso y apropiado sin decir groserías, insultos, o causar a otros que se sientan incómodos debido a su género, raza, apariencia, comportamiento, o creencias. (Estas son acciones que podrían ser consideradas acoso o intimidación).
18. No publicaré material con derechos reservados en línea.

**Firmas requeridas: Acuerdo del uso aceptable del BCSD****ESTUDIANTE**

Firmando abajo, estoy mostrando que entiendo y estoy de acuerdo en seguir las reglas escritas en este *Acuerdo del uso aceptable* de cuatro páginas. Entiendo que cualquier regla que no siga puede resultar en acción disciplinaria, perder mi cuenta de usuario, y acción legal. Entiendo aún más que puedo ser responsable por usar los recursos tecnológicos fuera de la escuela si mi conducta viola las reglas del distrito. Estoy de acuerdo en reportar cualquier mal uso del sistema electrónico del distrito a un maestro, director, u otro empleado del distrito.

Nombre del estudiante (escribir con letra de molde): \_\_\_\_\_

Firma del estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

**PADRE/MADRE O TUTOR**

Como el padre/madre/tutor del estudiante, he leído y entiendo este *Acuerdo del uso aceptable (AUA)* consistiendo de cuatro páginas. Entiendo que este *AUA* ha sido diseñado para ayudar a asegurar una conducta segura y apropiada mientras que el personal y estudiantes usan los recursos tecnológicos. Firmando abajo, yo consiento a que mi estudiante utilice los recursos tecnológicos del distrito consistente con todas las provisiones de este *AUA*. Entiendo aún más que puedo revocar este consentimiento por escrito, pero esta revocación no afectará ninguna acción tomada en virtud de mi consentimiento antes de que el distrito reciba mi aviso de revocación escrito.

Nombre del padre/madre o tutor (escribir con letra de molde): \_\_\_\_\_

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

**MAESTRO PATROCINADOR**

He recibido y leído la Norma de la Mesa Directiva 400.43 titulada Uso de tecnología del estudiante, la Adjunta Regla Administrativa, y este *Acuerdo del uso aceptable (AUA)* describiendo expectativas para el uso apropiado de los recursos tecnológicos del distrito. Me han proveído con información acerca de la función del personal de supervisar el uso de recursos tecnológicos del estudiante. Como el maestro patrocinador, estoy de acuerdo en instruir al estudiante de cumplir con los requisitos de la norma y del *AUA*. Este compromiso incluye el estar de acuerdo en reportar cualquier uso prohibido o mal uso de los recursos tecnológicos del distrito al administrador apropiado del Distrito Escolar de la Ciudad de Bakersfield y cumplir con todas las leyes, normas, y procedimientos aplicables.

Nombre del maestro/a (escribir con letra de molde): \_\_\_\_\_

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

# **SECOND GRADE**

## **Lesson Plan**

*Connected Culture: Show Respect Online*



**Essential Question:** How can I make sure my emails are clear and respectful?

## Learning Overview and Objectives

*Overview:* Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful emails.

Students begin by discussing how to be clear and respectful when they talk with people, face to face or on the telephone. They explore the concept of tone, then compare and contrast what it is like to communicate face to face versus online. Students learn some rules that can help them express themselves clearly and respectfully when they write email messages. They then apply what they have learned by editing an email message.

### objectives

*Students will:*

- Understand how to show respect in social situations
- Recognize the importance of tone in both face-to-face and online communications
- Learn rules for writing clear and respectful emails by editing an email message

## Materials and Preparation

**Estimated time:** 45 minutes

### *Materials*

- **Email Edit Student Handout**

### *Preparation*

- Preview the **Mindful Messaging** video and prepare to show it to students
- Copy the **Email Edit Student Handout**, one for every student
- Review the **Email Edit Student Handout** and be prepared to guide students through the corrections

### *Parent Resources*

- Send parents the **Effective Email Communication for Elementary Students Parent Tip Sheet**

## Key Vocabulary

- **Respectful:** In a way that shows you care about another person's feelings
- **Tone:** The way something sounds and the feelings it expresses
- **Edit (verb):** To change something that is written to make it better







## teaching plans

**Introduce**

**TEACH** the Key Vocabulary term **respectful**.

**ASK** *What are some examples of how to be clear to and **respectful** of others when you are talking in school?*

Sample responses:

- *Try to talk clearly, and explain what you mean if someone doesn't understand*
- *Listen to what other people have to say*
- *Take turns talking*
- *Speak instead of shouting*
- *Don't make fun of people*
- *Say "please" and "thank you"*
- *Say nice things to people*

Record student responses, so that you may return to them later in the lesson.

**INVITE** students to discuss what might happen if people did not try to be clear and respectful in the way they talked at school.

**ASK** *What would happen if it was okay to say mean things to other people?* (Students should understand that people's feeling would get hurt and everyone would be upset and angry.)

**ASK** *What would happen if we didn't take turns talking, or if we were allowed to shout in class?* (Students should conclude that without rules everyone might be talking or shouting at once, and no one could learn anything.)

**Teach 1: Mindful Messaging**

**DEFINE** the Key Vocabulary term **tone**.

**SHOW** students the **Mindful Messaging** video.

**INVITE** students to recount what they saw in the video. (A girl sent three of her friends the same text message. She was trying to be friendly, but they read the tone of her text message the wrong way.)

**WRITE** the following word on the board or on chart paper in three different ways:

Whatever ☹

Whatever!!!

WHATEVER

**POINT OUT** that in the video, Alexa, David, and Evan sent the same text message. However, they wrote the message in different ways.

**INVITE** students to identify differences among the three messages. (Alexa's message has a frowny face after it. David used a lot of exclamation points. Evan wrote his message in all uppercase letters.)



**HAVE** students say the three different text messages aloud. Students should say Alexa’s message in a soft and disappointed tone. Students should say David’s message in an excited and enthusiastic tone. Students should shout Evan’s message in an angry tone.)

**ENCOURAGE** students to think about the difference between hearing a sentence said aloud and seeing it typed. Students should understand that when a sentence is typed, the tone isn’t always obvious. People miss out on communication cues, like seeing facial expressions and body language, or hearing the way a voice sounds.

## Teach 2: Email Edit

**EXPLAIN** to students that people are increasingly connecting virtually, through texts, IMs, and emails rather than in person. That’s why tone is so important when it comes to sending typed messages.

**TELL** students there are some rules they can follow to make sure they are being clear and polite when they send messages electronically, especially through email.

**DISTRIBUTE** the **Email Edit Student Handout**, one for each student.

**REVIEW** the Check Before You Send questions at the top of the handout as a class, and invite students to share any additional rules they can think of.

**TEACH** the Key Vocabulary term **edit**.

**EXPLAIN** to students that they will edit an email message to make sure it is clear and polite.

**INVITE** students to complete the editing exercise, using the Check Before You Send questions. Encourage students to read the message aloud before they edit it, as well as after. It will help them catch mistakes and show them the tone of the message. Students should make the following changes:

- Edit the first two sentences for proper uses of uppercase letters.
- Correct the spelling of “u” and “rite.”
- Rewrite the last sentence to make it more polite.
- Add another sentence to conclude the email.
- Change the ending “Guess Who” to “Max.”



## Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

**ASK** *What are some ways you can be clear and respectful in the way you talk to others in school?* (Students should name and explain some of the rules discussed in the introduction to the lesson. They should be aware that it is important to be respectful to their classmates as well as to adults.)

**ASK** *What are some differences between saying something aloud to someone, and writing it in an email?* (When you write something, people may not always understand your tone.)

**ASK** *What are some ways to be respectful when sending an email?* (Students should be able to name and explain most of the rules they learned in Teach 1.)

**ASK** *What should you do before you send an email?* (Students should understand that it is important to read and edit their emails before sending them.)



## Extension Activity

Have students compose an email message to you. They can pretend that they are at home and need to know the homework assignment, or that they have a question about the lesson. First, have them write a message that contains errors and does not follow the rules they learned in Teach 1. Then have them edit their message. You may then invite students to send their emails from a classroom computer.



## Homework

Have students share with a parent or other adult family member the rules for writing clear and respectful emails. Students can then compose an email to a relative, edit it, and send it with the adult's help. If students do not have a computer at home, invite them to bring their emails to school to send from a computer in the classroom or school library.

### Alignment with Standards – National Educational Technology Standards for Students® 2007

(Source: International Society for Technology in Education, 2007)

#### 5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- d. exhibit leadership for digital citizenship



## Email Edit

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### Check Before You Send

Be sure to ask yourself the following questions before sending an email:

**1. Would I say this message to someone's face?**

*Never send a text, email, comment, or post that you wouldn't say to someone in person.*

**2. Did I check for spelling mistakes?**

*Check your spelling to show that you care about your email, and that you are not in a rush.*

**3. Did I use capital letters correctly?**

*Be careful when using UPPERCASE letters. It's like SHOUTING.*



### Directions

Help Max edit his message. Use the questions above to help you. Then add one sentence.

TO: joe@mainstreet.com  
FROM: max@myschool.edu  
SUBJECT: my birthday

Dear Uncle Joe,

HOW ARE YOU? why don't u rite to me?

Send me a video game for my birthday.

From,  
Guess Who

# **THIRD GRADE**

## **Lesson Plan**

*Privacy and Digital Footprint:*

*Follow the Digital Trail*



**Essential Question:** What information is appropriate in a digital footprint?

## Learning Overview and Objectives

*Overview:* Students learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.

Students follow the digital information trails of two fictional animals. They make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind.

### objectives

*Students will:*

- Learn that the information they put online leaves a digital footprint or “trail”
- Explore what information is appropriate to be put online
- Judge the nature of different types of digital footprints by following the information trails of two fictional animals

## Materials and Preparation

**Estimated time:** 45 minutes

### *Materials*

- **Digital Trail Squares** (see end of lesson plan)
- **Animal Tracks Student Handout**

### *Preparation*

- Cut apart the squares from the **Digital Trail Squares** (see the end of this lesson plan), keeping the elephant and mouse squares separate. Be prepared to lay out each animal’s “tracks” in different locations in the classroom after the “Introduce” step.
- Make copies of the **Animal Tracks Student Handout**, one for each group of four

### *Parent Resources*

- Send parents the **Privacy and Digital Footprints Parent Tip for Elementary Students**

## Key Vocabulary

- **Trail:** A path or track
- **Digital Footprint:** The information about you on the Internet
- **Permanent:** There forever



## teaching plans

## Introduce

**TEACH** the Key Vocabulary word **trail**.

**SHARE** with students that you can place information online much like you pin something to a bulletin board.

**ASK** *What kinds of things are on the bulletin board or walls in our classroom?*

Sample responses:

- *Student work*
- *Photos of students*
- *Birthday chart*

**INVITE** students to imagine that all of the information on the walls of their classroom was pinned up on a bulletin board at a local grocery store. Ask them if they would be comfortable with this information being up for everyone to see. (*Guide students to think about how some information is better kept for only their eyes or the eyes of people close to them.*)

**EXPLAIN** that there is certain information that might be fine to show anyone. But there is also personal and private information, such as their addresses, birth dates, and photos of their family vacations, which is not meant for most people's eyes.

## Teach 1: Follow the Digital Trail

**PLACE** the **Follow the Digital Trail** lesson plan squares on the ground, face down, in two different trails, keeping Mizzle the Mouse and Electra the Elephant's trails separate from one another.

**SHARE** the stories of Mizzle and Electra. These animals decided it would be fun to put some information about themselves online. They went onto [www.wildkingdom.com](http://www.wildkingdom.com) and posted information. The only problem is that they forgot to ask their mamas if it was okay first.

**EXPLAIN** to students that they are from the "Things Big and Small" Detective Agency. An evil human has hired them to find out as much as possible about Mizzle the Mouse and Electra the Elephant. The more the detectives learn, the better for their plan to take over the animal kingdom.

**ASSIGN** students to groups of four. Tell them that each group should have a detective that will keep detailed notes.

**INVITE** students to go on a hunt for information. Let them know that the information that Mizzle and Electra post can be seen by anyone, including the detectives. Each group should follow the digital trail of both animals, starting with the mouse and then the elephant. Stagger the groups so they are on the trail at slightly different times. They should fill out the **Animal Tracks Student Handout** as they go.

## Teach 2: Digital Footprints

When students are finished, have them report on what they learned about each of the animals by reviewing the **Animal Tracks Student Handout** with them. Begin by teaching students the Key Vocabulary words **digital footprint** and **permanent**.



	Mizzle the Mouse	Electra the Elephant
1. Whose full name do you know?		x
2. Whose house could you find?		x
3. Whose birth date do you know?		x
4. Whose user name and password do you know?		x
5. Who let out a secret on the Internet?		x
6. Which animal can you describe better from his or her photo?		x

### Questions

- Who can the detectives find out more about, and why?** (*Electra, because we now know where Electra lives, what she looks like, and private and personal information about her life. Point out to students that having a bigger digital footprint means the detectives can learn more about them too.*)
- Which animal has a bigger digital footprint?** (*Electra, because she put more private and personal information online than Mizzle.*)
- Mizzle says some funny things about himself on the Internet. What are they?** (*He says he likes Swiss cheese, his photo is of cheese, and he has a pet flea.*)
- Is there anything that Electra posted on the Internet that could become a problem for her? If so, what and why?** (*Sample response: Private and personal information (e.g., address, full name) allows others to learn more about her. This could be unsafe. Saying that she fights with her brother could hurt her brother's feelings because it is public.*)

**CREATE** a chart with students that summarizes which information is appropriate or inappropriate to put online. Here is a sample:

Appropriate	Inappropriate
Interests	Address
Hobbies	Full name
First name	Information that would hurt others

Also discuss how Mizzle and Electra both had very interesting information online, but Mizzle used better judgment about what was most appropriate to post. Mizzle had a smaller digital footprint. Electra put some information online that might make her unsafe or might upset her brother. Remind students that the Internet is a public space where people they do not know will likely see their information. And this information is very hard to remove. It is basically permanent.





## Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

**ASK** *What is a digital footprint, and what did Mizzle and Electra's footprints look like?* (A digital footprint is the information about you on the Internet. Mizzle's footprint is pretty small and does not reveal private or personal information. Electra's is large and contains information that could make her unsafe or upset others.)

**ASK** *What kinds of information are appropriate to put on the Internet? What kinds of information are inappropriate to put on the Internet?* (Appropriate: interests, hobbies, first name; Inappropriate: full name, address, hurtful information about others.)

**ASK** *Can you put interesting and funny information online and still be appropriate?* (Absolutely. Just look at the information that Mizzle posted.)



## Extension Activity

Students modify Electra's trail. Ask students to make a new trail for Electra that contains information that is safer and more appropriate. In small groups, encourage students to think critically about how they might change the information in Electra's "animal tracks." They should write down these alternative pieces of information for each footprint. Have students report on the information they created and how they made their decisions.



## Homework

Students recount the story of Mizzle and Electra to their parents. They share why Mizzle put appropriate information online and why Electra put inappropriate information. They then share with their parents two things that are okay to reveal on the Internet and two things that are not okay.

### Alignment with Standards – National Educational Technology Standards for Students<sup>®</sup> 2007

(Source: International Society for Technology in Education, 2007)

#### 1. Creativity and Innovation

- a. apply existing knowledge to generate new ideas, products, or processes
- d. identify trends and forecast possibilities

#### 2. Communication and Collaboration

- d. contribute to project teams to produce original works or solve problems

#### 3. Research and Information Literacy

- d. process data and report results

#### 4. Critical Thinking, Problem Solving, and Decision Making





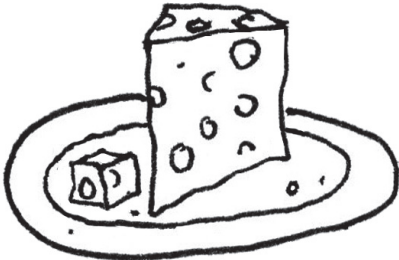
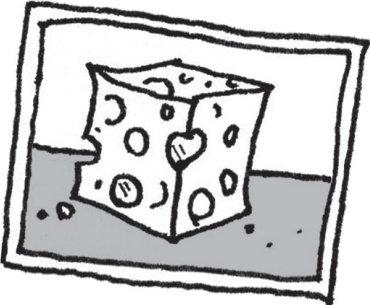
- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions

Common Sense Media is an independent, nonprofit resource that helps families and educators teach kids how to be safe and smart in today's 24/7 media world. Go to [www.commonsensemedia.org](http://www.commonsensemedia.org) for thousands of reviews and expert advice.



## Digital Trail Squares

**Directions:** Cut out the squares below and pass out one square per person.

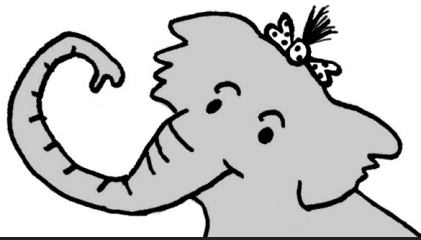
Mizzle the Mouse	
<p><b>Name:</b> Mizzle</p> 	<p><b>Where you live:</b> Mouse hole</p> 
<p><b>Pet's name:</b> Frank the Flea</p> 	<p><b>Favorite Hobby:</b> Ice skating</p> 
<p><b>Favorite food:</b> Cheese</p> 	<p><b>My favorite photo:</b></p> 



## Electra the Elephant

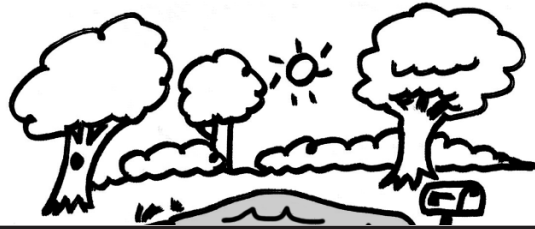
**Name:**

My full name is:  
Electra Ella Elephant



**Where you live:**

132 Water hole Lane,  
Peanuts, Ohio



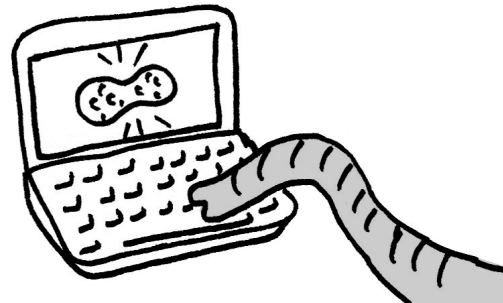
**Birth date:**

February 21, 2010



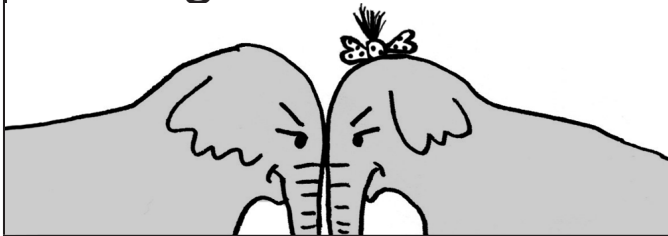
**User name:** gray\_toes

**Password:** bamboo



**Secret:**

My brother and  
I fight all the time



**My favorite photo:**





**Name**

**Class**

**Date**

## Directions

Follow the trails of Mizzle the Mouse and Electra the Elephant. Fill in the chart below. Then answer the questions.

	Mizzle the Mouse	Electra the Elephant
1. Whose full name do you know?		
2. Whose house could you find?		
3. Whose birth date do you know?		
4. Whose user name and password do you know?		
5. Who let out a secret on the Internet?		
6. Which animal can you describe better from his or her photo?		

## Question

**1. Who can the detectives find out more about, and why?**

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**2. Which animal has a bigger digital footprint?**

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**3. Mizzle says some funny things about himself on the Internet. What are they?**

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**4. Is there anything that Electra posted on the Internet that could become a problem for her? If so, what and why?**

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