



Mecklenburg County Public Schools Internet Safety Curriculum for K-5

Grade	The student will
K Teachers	<p>Internet Citizenship (SOCIAL STUDIES and/or LA)</p> <ul style="list-style-type: none"> • Define Internet, Community, and Internet Community <p>Predator Identification (SCIENCE)</p> <ul style="list-style-type: none"> • Explain the concept of "stranger" and apply that concept to Internet use • Know the advisability of having adult assistance when using the Internet • Identify the people in the community who help keeps others safe
K Specials	<p>Personal Safety (LAB)</p> <ul style="list-style-type: none"> • Know the school's rules for using computers <p>Cyber Bullying (GUIDANCE)</p> <p>Identify the people in the community who help keeps others safe</p>
1 Teachers	<p>Internet Citizenship (SOCIAL STUDIES and/or LA)</p> <ul style="list-style-type: none"> • Define Website to describe places in the Internet community • List ways students can be good Internet citizens • Compare Internet citizens to real life citizens <p>Predator Identification (SCIENCE)</p> <ul style="list-style-type: none"> • Identify the parents as the primary educators who make rules to keep children safe in both the physical and the Internet community • Explain the importance of getting an adult's help on the Internet • Define uncomfortable and relate it to Internet/email use
1 Specials	<p>Personal Safety (LAB)</p> <ul style="list-style-type: none"> • List 5 FBI Internet Safety tips: <ul style="list-style-type: none"> ○ Never give out personal information ○ Never communicate with someone who has made you feel uncomfortable ○ Never meet or visit with someone without your parent's permission ○ Tell an adult if you read anything on the Internet that makes you feel uncomfortable ○ Recognize that people online may not be who they say they are; profiles are made without governance <p>Intellectual Property (LIBRARY)</p> <ul style="list-style-type: none"> • Define Property and Intellect and relate it to Internet use

	<p>Cyber Bullying (GUIDANCE)</p> <ul style="list-style-type: none"> • Define online bullying <p>Discuss strategies for handling online bullies</p>
2 Teachers	<p>Internet Citizenship (SOCIAL STUDIES and/or LA)</p> <ul style="list-style-type: none"> • Build on the concept of an Internet community through interactive, hands-on practice • Identify various characteristics that make people different <p>Predator Identification (SCIENCE)</p> <ul style="list-style-type: none"> • Define honesty and trustworthiness as related to internet use
2 Specials	<p>Personal Safety (LAB)</p> <ul style="list-style-type: none"> • Discuss the importance of following the FBI rules for Internet use <ul style="list-style-type: none"> ○ Never give out personal information ○ Never communicate with someone who has made you feel uncomfortable ○ Never meet or visit someone without your parent's permission ○ Tell an adult if you read anything on the Internet that makes you feel uncomfortable ○ Recognize that people online may not be who they say they are; profiles are made without governance <p>Intellectual Property (LIBRARY)</p> <ul style="list-style-type: none"> • List ways to show respect for the property of other people and the school <p>Cyber Bullying (GUIDANCE)</p> <ul style="list-style-type: none"> • Discuss ways to get along with people that are different than themselves <p>Discuss the importance of self-discipline and self-reliance when dealing with people that are different than themselves.</p>
3 Teachers	<p>Predator Identification (SCIENCE)</p> <ul style="list-style-type: none"> • Define trusted adult • Define predator as it relates to internet use • Define honesty and trustworthiness as related to internet use • Discuss the importance of keeping personal information private • Know the importance of talking to a trusted adult about things on the Internet or in email that make students uncomfortable. <p>Internet Citizenship (SOCIAL STUDIES and/or LA)</p> <ul style="list-style-type: none"> • Define etiquette • Define netiquette and how it relates to internet use • List rules of netiquette

<p>3 Specials</p>	<p>Personal Safety (LAB)</p> <ul style="list-style-type: none"> • Discuss the importance of following the FBI rules for Internet use <ul style="list-style-type: none"> ○ Never give out personal information ○ Never communicate with someone who has made you feel uncomfortable ○ Never meet or visit someone without your parent's permission ○ Tell an adult if you read anything on the Internet that makes you feel uncomfortable ○ People online may not be who they say they are • Describe what to do when an inappropriate website appears (i.e., Click the 'X' (close box) in the corner) <p>Intellectual Property (LIBRARY)</p> <ul style="list-style-type: none"> • Explain the importance of respecting others rights and property • Know the consequence of violating someone's rights or property <p>Cyber Bullying (GUIDANCE)</p> <ul style="list-style-type: none"> • Discuss how one can respect the rights and freedoms of others that differ from themselves. <p>Discuss the importance of having parents present when using the Internet or email</p>
<p>4 Teachers</p>	<p>Internet Citizenship (SOCIAL STUDIES and/or LA)</p> <ul style="list-style-type: none"> • Define netiquette • List rules of netiquette <p>Predator Identification (SCIENCE)</p> <ul style="list-style-type: none"> • Define stranger as it relates to Internet Communication • List tips for prevention of cyber bullying
<p>4 Specials</p>	<p>Personal Safety (LAB)</p> <ul style="list-style-type: none"> • List at least four forms of Internet communication <ol style="list-style-type: none"> 1. Email 2. Blogging 3. Instant messaging 4. Chat Rooms • Define blogging • Discuss responsible uses of email <p>Intellectual Property (LIBRARY)</p> <ul style="list-style-type: none"> • Explain the importance of respecting others rights and property • Discuss the consequences of violating someone's rights or property • List at least three examples of intellectual property <p>Cyber Bullying (GUIDANCE)</p>

	<ul style="list-style-type: none"> • Define cyber bullying • Compare cyber bullying to real life bullying
5 Teachers	<p>Internet Citizenship (SOCIAL STUDIES)</p> <ul style="list-style-type: none"> • Compare Internet to physical community, highlighting the following similarities: <p>Internet Security (SCIENCE)</p> <ul style="list-style-type: none"> • Discuss Internet security issues, focusing on the following issues: <ol style="list-style-type: none"> 1. Attributes of viruses 2. Consequences of spam, forwarding, and viruses 3. Compare how computer viruses are similar to viruses that infect human beings. <p>Predator Identification (LANGUAGE ARTS)</p> <ul style="list-style-type: none"> • Define Internet predators • Identify key characteristics of Internet predators • Discuss the grooming process of Internet predators • Identify proactive techniques to reduce risks of becoming the victim of an Internet predator
5 Specials	<p>Personal Safety (LAB)</p> <ul style="list-style-type: none"> • Investigate and identify key concepts associated with responsible and safe Internet choices and behaviors as they pertain to the following: <ol style="list-style-type: none"> 1. Providing personal information 2. Selecting screen names and passwords 3. Choosing online communication methods <p>Intellectual Property (LIBRARY)</p> <ul style="list-style-type: none"> • Define copyright • Define plagiarism • List techniques to avoid plagiarism <p>Cyber Bullying (GUIDANCE)</p> <ul style="list-style-type: none"> • Identify attributes and types of cyber bullying • List techniques to avoid cyber bullying