

# Knapp Charter Academy CIPA Implementation Plan 2019-2020

This document is our school's plan to meet the CIPA requirement to: *Educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.*

## SCOPE AND SEQUENCE

Teacher(s) who taught CIPA Content (Full Name and Position):

|   | LESSON PLANS   | TIME & CHANGES   | STANDARDS AND OBJECTIVES  |
|---|--|--|---|
| K | <ul style="list-style-type: none"> <li><a href="#">Safety in my Online Neighborhood</a></li> </ul>   | <ul style="list-style-type: none"> <li>1-2 sessions, none</li> </ul>   | <ul style="list-style-type: none"> <li>Students learn they can go to exciting places online, but need to follow rules to remain safe. (OS.EB.1)</li> </ul>  |
| 1 | <ul style="list-style-type: none"> <li><a href="#">How Technology Makes You Feel</a></li> <li><a href="#">Internet Traffic Light</a></li> </ul>  | <ul style="list-style-type: none"> <li>1 session, none</li> <li>1 session, none</li> </ul>   | <ul style="list-style-type: none"> <li>Students understand they should stay safe online by choosing websites that are good for them to visit and avoid sites that are not appropriate. (OS.EB.1)</li> </ul>   |
| 2 | <ul style="list-style-type: none"> <li><a href="#">Who is in Your Online Community?</a></li> <li><a href="#">That's Private!</a></li> <li><a href="#">Putting a STOP to Online Meanness</a></li> </ul>   | <ul style="list-style-type: none"> <li>1 session, none</li> <li>1 session, none</li> <li>1 session, none</li> </ul>  | <ul style="list-style-type: none"> <li>Students explore the concept that people can connect with one another through the Internet and understand how the ability for people to communicate online can unite a community.</li> <li>Students learn many websites ask for private information and discuss how to responsibly handle such requests. (OS.PII.1)</li> <li>Students learn sometimes others act like bullies when online. They explore what cyberbullying means and what they can do when they encounter it. (OS.CB.1-2)</li> </ul>   |
| 3 | <ul style="list-style-type: none"> <li><a href="#">Share with Care (BIA #1)</a></li> <li><a href="#">Rings of Responsibility</a></li> <li><a href="#">What's Cyberbullying?</a></li> <li><a href="#">The Power of Words</a></li> </ul>   | <ul style="list-style-type: none"> <li>3 sessions, none. Extension: Digital Passport 'Share Jumper'</li> <li>2 sessions, none</li> <li>1 session, Trade: Digital Passport: 'Evolve' for 'Analyze Sondra's Story'</li> <li>1 session, none</li> </ul> | <ul style="list-style-type: none"> <li>Students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online. (OS.PII.1) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world (OS.PII.4)</li> <li>Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens. (OS.EB.3)</li> <li>Students learn the definition of cyberbullying and discuss positive and negative aspects of interacting with others online. (OS.CB.1)</li> <li>Students explore ways to handle cyberbullying and how to respond in the face of upsetting language online. (OS.CB.2)</li> </ul>   |
| 4 | <ul style="list-style-type: none"> <li><a href="#">Don't Fall for Fake (BIA #2)</a></li> <li><a href="#">Secure Your Secrets (BIA #3)</a></li> <li><a href="#">It's Cool to be Kind (BIA #4)</a></li> </ul>  | <ul style="list-style-type: none"> <li>3 sessions, Activity #3 optional</li> <li>2 sessions, Trade Digital Passport 'Password Protect' for Activity #1. Keep discussion.</li> <li>3 sessions, none</li> </ul>  | <ul style="list-style-type: none"> <li>Students learn strategies for guarding against identity theft and scams that try to access their private information online. (OS.PII.2)</li> <li>Students explore why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. (OS.PII.3)</li> <li>Students examine the roles of a bystander versus an upstander in a cyberbullying situation, identify actions that will make someone an upstander, empathize with the feelings of the victim, and make a personal commitment to be an upstander if cyberbullying is witnessed..(OS.CB.3)</li> </ul>   |
| 5 | <ul style="list-style-type: none"> <li><a href="#">The Four Factors of Fair Use</a> &amp; Digital Passport: Mix-n-Mash</li> <li><a href="#">Keeping Games Fun and Friendly</a></li> <li><a href="#">Chatting Safely Online</a></li> <li><a href="#">When In Doubt, Talk it Out (BIA #5)</a></li> <li><a href="#">The Power of Digital</a></li> </ul> | <ul style="list-style-type: none"> <li>1 - 2 sessions, none</li> <li>1 session, none</li> <li>2 sessions, none</li> <li>1 session, none</li> <li>1 session, none</li> </ul>  | <ul style="list-style-type: none"> <li>Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property by following Educational Fair Use and Copyright Laws and properly citing material taken from another source. (OS.EB.4)</li> <li>Students learn that, while people can develop rewarding friendships online, they should be cautious with online-only friends and never reveal private information without asking a parent or trusted adult for permission. (OS.PII.5)</li> <li>Students describe how online identities can be misleading, or false, and explain how people can protect themselves online; including how to appropriately respond to unsafe requests for personal information (OS.PII.5)</li> <li>Understand what types of situations call for getting help or talking things out with a trusted adult and consider what options there are for being brave and why bringing adults into the conversation is important.</li> <li>Students reflect on the benefits and risks of presenting one's identity in different ways online and evaluate, the feelings, motivations,</li> </ul> |

|   |  |  |  |
|---|--|--|--|
|   | <a href="#">Footprints</a>   |  | contexts, and possible outcomes associated with adopting different online identities.(OS.PII.6)  |
|   | <b>LESSON PLANS</b>  | <b>TIME / &amp; CHANGES</b>  | <b>STANDARDS AND OBJECTIVES</b>  |
| 6 | <ul style="list-style-type: none"> <li>• <a href="#">Digital Drama Unplugged</a></li> <li>• <a href="#">Big, Big Data</a></li> <li>• <a href="#">My Social Media Life</a></li> <li>• <a href="#">Digital Media and Your Brain</a></li> </ul> | <ul style="list-style-type: none"> <li>• 1 session, none</li> <li>• 1 session, none</li> <li>• 1 session, none</li> <li>• 1 session, none</li> </ul> | <ul style="list-style-type: none"> <li>• Students reflect on how easily drama can escalate online, identify de-escalation strategies when dealing with digital drama, and reflect on how digital drama can affect not only oneself but also those around us.</li> <li>• Students explore the concept of privacy in their everyday lives, and as it relates to using the Internet. (OS.PII.4)</li> <li>• Students analyze how well they know the people they interact with online; reflect on what information is safe to share with different types of online friends; and learn to recognize red flag feelings and how to respond to them.</li> <li>• Students explore ways that different digital media are, and aren't, designed to help them make good media choices, reflect on how digital media is designed to either help or hinder the addition of meaning and value to their lives, and think about how to develop good, healthy habits when using digital media.</li> </ul> |

# TEACHING LOG

| Lesson Title                      | Grade | Homeroom Teacher | Dates Taught | # Absent Students | Make-Up Opportunity<br>Y / N |
|-----------------------------------|-------|------------------|--------------|-------------------|------------------------------|
| Safety in My Online Neighborhood  | K     |                  |              |                   |                              |
| How Technology Makes You Feel     | 1     |                  |              |                   |                              |
| Internet Traffic Light            | 1     |                  |              |                   |                              |
| Who is in Your Online Community?  | 2     |                  |              |                   |                              |
| That's Private!                   | 2     |                  |              |                   |                              |
| Lesson Title                      | Grade | Homeroom Teacher | Dates Taught | # Absent Students | Make-Up Opportunity<br>Y / N |
| Putting a STOP to Online Meanness | 2     |                  |              |                   |                              |
| Share with Care (BIA #1)          | 3     |                  |              |                   |                              |
| Rings of Responsibility           | 3     |                  |              |                   |                              |
| What's Cyberbullying?             | 3     |                  |              |                   |                              |
| The Power of Words                | 3     |                  |              |                   |                              |
| Don't Fall for Fake (BIA #2)      | 4     |                  |              |                   |                              |
| Secure Your Secrets (BIA #3)      | 4     |                  |              |                   |                              |
| Lesson Title                      | Grade | Homeroom Teacher | Dates Taught | # Absent Students | Make-Up Opportunity<br>Y / N |
| It's Cool to Be Kind (BIA #4)     | 4     |                  |              |                   |                              |
| The Four Factors of Fair Use      | 5     |                  |              |                   |                              |
| Keeping Games Fun and Friendly    | 5     |                  |              |                   |                              |

|                                     |              |                         |                     |                          |                                      |
|-------------------------------------|--------------|-------------------------|---------------------|--------------------------|--------------------------------------|
| Chatting Safely Online              | 5            |                         |                     |                          |                                      |
| When In Doubt, Talk It Out (BIA #5) | 5            |                         |                     |                          |                                      |
| The Power of Digital Footprints     | 5            |                         |                     |                          |                                      |
| Digital Drama Unplugged             | 6            |                         |                     |                          |                                      |
|                                     |              |                         |                     |                          |                                      |
| <b>Lesson Title</b>                 | <b>Grade</b> | <b>Homeroom Teacher</b> | <b>Dates Taught</b> | <b># Absent Students</b> | <b>Make-Up Opportunity<br/>Y / N</b> |
| Bit, Big Data                       | 6            |                         |                     |                          |                                      |
| My Social Media Life                | 6            |                         |                     |                          |                                      |
| Digital Media and Your Brain        | 6            |                         |                     |                          |                                      |

- *Due to our school closure in response to COVID-19, we were unable to ensure all students received the lessons indicated in orange.*