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Appendix AMinnesota Academic Standards for U.S. History

Social Studies is the study of **history, humanities, and the social sciences**. The purpose of studying these disciplines is to prepare young people to become responsible citizens and develop social understanding. Social studies standards and curriculum build four capacities in young people: disciplinary knowledge, disciplinary skills, commitment to democratic values, and citizen participation.

<p>I. U.S. HISTORY J. Reshaping the Nation and the Emergence of Modern America, 1877- <i>The student will understand the origins of racial segregation.1916</i></p>	<p>1. Students will demonstrate knowledge of the imposition of racial segregation, African American disenfranchisement, and growth of racial violence in the post-reconstruction South, the rise of “scientific racism,” and the debates among African-Americans about how best to work for racial equality.</p>	<p>1. “Scientific” theories of race in the late 19th Century; “Jim Crow” laws in southern states; Poll Tax, literacy test, Grandfather Clause; founding of the Ku Klux Klan; Ida B. Wells-Barnett, W.E. B. DuBois, Booker T. Washington, <i>Plessey v. Ferguson</i>; anti-Chinese movement in the west and the rise of lynching in the south</p>
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Appendix B: Health Standards

The content area of Health Education was selected for the health element of this research study because the course requires the study and analysis of multiple perspectives and opposing viewpoints. School districts determine their own standards and this standard was required in the participating school districts:

Disease Prevention HIV/AIDS	Communicable disease; prevention & management HIV: transmission, diagnosis, progression, effects on immune system.	Body systems and structure. Sexually transmitted infection: transmission, health risks, consequences, prevention, treatment, myths, and resources. Responsible behavior.	Self-responsibility: BSE/TSE. Attitudes about sexual transmitted infections. Resources to get help.
Family Life: Human Sexuality	Developmental growth stages. Adolescence as a growth stage.	Reproductive systems. Functions of health families. Abstinence/sexual responsibility, human sexuality, consequences/risk behavior, contraception, influences, and decision-making.	Reproductive systems, abstinence, and contraception. Relationships and responsibilities, expressing affection and intimacy.

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Appendix C: Media Literacy and Information Literacy

Media Literacy

Media literacy is education for life in a global media world. For 50 years, since the invention of moveable type, we have valued the ability to read and write as the primary means of communicating and understanding history cultural tradition, political and social philosophy.... Today...all community institutions share the responsibility for preparing young people for living and learning in a global culture that is increasingly connected through multi-media and influenced by powerful images, words, and sounds.

The heart of media literacy is informed inquiry. to: 1) Access information from a variety of sources, 2) Analyze and explore how messages are “constructed”, 3) Evaluate media’s explicit and implicit message against one’s own ethical, moral and/or democratic principles, and 4) Express or create their own message using a variety of media tools (Thoman, 2003).

Information Literacy

To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (American Library Association, 1989)

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Appendix D: Question Format for Teachers

	START TAPE RECORDING
√ Done	Questions
1	Recall a time when you experienced a positive Internet search when you were preparing a lesson for your students. What made it a positive experience?
2	Recall a time when you were preparing a lesson for your students and Internet resources you intended to use were blocked on your school computer.
3	What has been your experience using the filtered Internet teaching this content standard?
5	What resources do you provide/recommend/require students to use to locate information?
6	What are your expectations for your students to find the controversial, multiple perspectives surrounding this standard?
7	Are your students able to find information that presents the controversial multi perspectives of this standard? If not, what do you do?
8	Do you do prior research on the Internet to determine if there material available that is controversial and includes multiple perspectives surrounding this standard?
9	If you don't use the Internet to teach this standard, why not?
10	If the information is not available on the Internet, is it available in the print form?
11	Do you need to make information (other than the school text books/supplemental materials) available so that your students have the range of material he/she needs so that they have a wide ranges of resources with varied viewpoints?
12	Based on the CIPA law, nothing addressing should be blocked. So, If you or your students find inform that would be useful that IS blocked: <ul style="list-style-type: none"> • What do you do? • What is the procedure for getting a site unblocked? • How long does it take? • Are you told when the site is "opened"?
13	Is there a long term consequence for student learning if Internet filtering blocks some information? If so, what is it?
14	Describe the professional development you have had in the following

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	areas (Appendix D): <ol style="list-style-type: none">1. The filtering product – how it works, what to do if a site is incorrectly blocked2. Information literacy3. Using online search techniques4. Using online data bases5. Evaluating web resource
15	How do you incorporate Media Literacy and Information Literacy into this assignment?
16	Is there anything else you would like to share that will help inform my study?

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Appendix E: Question Format for Technology Administrators

1	What Brand of Internet Filter do you use?
2	Do you block the categories of “hate” and “Sex”
3	Filtering companies offer many categories that could be blocked and many of these are beyond what the CIPA rule requires How did you choose which ones to select? Based on what criteria? Why (IF SO) do you block sites that are not part of the CIPA mandate?
4	What access levels do you allow for teachers and Library Media Specialists, i.e. can they unblock sites themselves
5	What process do you have for blocking/unblocking sites? For: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers, <input type="checkbox"/> Administrators, <input type="checkbox"/> Library Media Specialists, Students and others
6	<ul style="list-style-type: none"> <input type="checkbox"/> What is the procedure for getting a site unblocked? <input type="checkbox"/> How long does it take to get a site blocked/unblocked? <input type="checkbox"/> Is the person told when the site is “opened”?
7	Do you have data on how many sites per week/month are incorrectly blocked? – if so, would you share that data?
8	What are some examples of sites that are most frequently blocked that are actually, what we call “over blocked” which means they are actually suitable for viewing?
9	What are some examples of sites that are most frequently blocked that are actually, what we call “under blocked” which means they are actually not suitable for viewing?
10	Is there a long-term consequence for student learning if Internet filtering blocks some information? If so, what is it?
11	Describe the professional development you have had in the following areas (Appendix D): <ol style="list-style-type: none"> 6. The filtering product – how it works, what to do if a site is incorrectly blocked 7. Information literacy 8. Using online search techniques 9. Using online data bases 10. Evaluating web resource
13	Describe the professional development your teachers have in the following

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	areas (Appendix D): <ul style="list-style-type: none">□ The filtering product – how it works, what to do if a site is incorrectly blocked□ Information literacy□ Using online search techniques□ Using online data bases□ Evaluating web resources
14	Is there anything else you would like to share that will help inform my study?

Implications of Internet Filters

Appendix F: Initial Survey for Minnesota Technology Administrators

Initial Survey for Minnesota Technology Administrators			
Directions: Please complete the following questions to the best of your ability. Your cooperation is voluntary. This survey will help identify potential social studies teachers for a study on the implications of Internet Content Filters. If you are uncertain of a question, feel free to skip it and move to the next question.			
Question		Number of Responses	Response Percentage
1	I have read the Consent Form and understand my rights and the terms of the study.	62	100%
2	What Internet Content Filtering product does your district use?		
	Smart Filter	6	10%
	Cyber Patrol	2	3%
	Other: Please Specify	51	86%
	Watch Guard	8	
	Sonic	11	
	Iprism/St. Bernard	5	
	LightSpeed/Total Traffic control	10	
	Dans Guardian	1	
	Barracuda	3	
	Chaperon	1	
	Blue Coat	1	
	Fortiguard	2	
	8e6	2	
	IP Cop	1	
	Unsure	5	
3	Please select the categories that your district filters from the list below		
	Adult Only	57	90%
	Sex	56	89%
	Product Information	12	19%
	Nudity	57	90%
	Pornography	58	92%
	Violence	53	84%
	Recreation/Entertainment	13	21%
	School Cheating Information	31	49%

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	Jokes	17	27%
	Lingerie	45	71%
	Message/Bulletin Boards	36	57%
	News	2	3%
	Games	38	60%
	Free Mail	31	49%
	Hate/Discrimination	51	81%
	Other: Please Specify	30	48%
	Social Networking sites, Chat	6	
	Gambling,	5	
	Web advertisements,	2	
	Personal Pages	3	
	Criminal, weapons, drugs, Illegal drugs	7	
	Cults,	2	
	Dating,	2	
	Hacking	5	
	Bandwidth wasting, music, video download, YouTube	6	
	Exceptions allowed for site classified as Education	1	
	None	1	
	Full Nudity, Sexual Acts	1	
	Proxy Avoidance,	6	
	Filter meets all the requirements of CIPA Law	1	
	Shopping sites – eBay, Internet Shopping	3	
4	We will separate your responses to these items to the ensure your anonymity in the study		
	I am willing to participate in a follow-up interview	32	65%
		17	35%
	I would like a copy of the results of this study		
5	Personal Contact Information		

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Appendix G: Initial Teacher Survey for Social Studies Teachers

Initial Teacher Survey for Social Studies Teachers			
Directions: Please complete the following questions to the best of your ability. Your cooperation is voluntary. This survey will help identify potential social studies teachers for a study on the implications of Internet Content Filters. If you are uncertain of a question, feel free to skip it and move to the next question.			
Question		Number of Responses	Response Percentage
1	I have read the Consent Form and understand my rights and the terms of the study.	21	100%
2	Do you teach the Social Studies Standard that includes the topics of racial segregation, African American disfranchisement, and growth of racial violence in the post-reconstruction South, the rise of “scientific racism,” and the debates among African-Americans about how best to work for racial equality?	YES: 14	67%
		NO: 7	33%
3	If you answered Yes to the previous question, please respond to question #2: Do you ask your students to use the Internet to find information to complete assignments for this standard?	YES: 5	31%
		NO: 11	11%
4	We will separate your responses to these items to the ensure your anonymity in the study		
	I am willing to participate in a follow-up interview	13	81%
	I would like a copy of the results of this study	8	50%
5	Personal Contact Information		

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Appendix H: Initial Teacher Survey for Health Teachers

Initial Teacher Survey for Health Teachers			
Directions: Please complete the following questions to the best of your ability. Your cooperation is voluntary. This survey will help identify potential social studies teachers for a study on the implications of Internet Content Filters. If you are uncertain of a question, feel free to skip it and move to the next question.			
Question		Number of Responses	Response Percentage
1	I have read the Consent Form and understand my rights and the terms of the study.	11	100%
2	Do you teach the Health Standard that includes Disease Prevention, HIV/AIDS, Reproductive Systems and Human Sexuality?	YES: 11	100%
		NO: 0	0%
3	If you answered Yes to the previous question, please respond to question #2: Do you ask your students to use the Internet to find information to complete assignments for this standard?	YES: 6	60%
		NO: 4	40%
4	We will separate your responses to these items to the ensure your anonymity in the study		
	I am willing to participate in a follow-up interview	6	67%
	I would like a copy of the results of this study	6	67%
5	Personal Contact Information		

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Appendix I: Participant Information

	Date	Length	Age	Education	FILTER	State Region	Position	Participant
	3.10.08	25	NA	MS	Fortinet	1 Metro		A4
1	2.12.08	25	51-60	MS			Health	T1
2	2.4.08	25	31-40	BA+30			Health	T2
	2.19.08	20	NA	ED	Chaprone	1 Metro		A3
3	2.9.08	20	<30	BS			Health	T3
	2.24.08	35	NA	MS	<i>Blue Coat</i>	2 Central	Director	A3
4	2.11.08	20	<30	BS+1015			Health	T4
5	2.11.08	20	<30	BS +30			Health	5
	2.21.08	30	NA	BA Š not teaching	Total Traffic	2 Central	Director	5
6	2.18.08	19	51-60	Masters			Health	T6
	2.19.08	30	NA	BS+	Iprism-St. Bernard	3 N West		A6
7	2.3.08	35	41-50	Masters	SmartFilter	4 E. Central	Social Studies	T7
	2.19.08	29	NA	MS	WebBlocker	5 S. Central		A1
8	2.4.08	21	51-60	MastersCI	SmartFilter	N. Central	Health	A9
9	2.9.08	25	41-50	MastersCI			Social Studies	A8

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Appendix J: Code Used During Data Analysis

No	Central Tendency and Theme	Description/Criteria for Inclusion		
		Administrator	Teacher	
1	Lack of clarity			
1.1	Content, filtering, protects children	A6 A1	T2 (twice) T4 T6 T1	T3 T8 T7
1.2	No long- term consequences	A2 A6	T1 (twice) T4 T5	T7 T6 T8
1.2.b	Students are bored, frustrated	A1	T8 T7 (3 times)	T4 (3 times) T2
1.3	Teachers are frustrated	A1	T8 (3 times) T7 (5 times)	T2 TL6
1.4	Lack of requests	A3 A4 A6	T8 (3 times) T7 (4 times)	T2 (twice) T1
1.4b	Don't make requests	A4 A1 A3	T8 T1 (twice) T2 (twice)	T4 T5 T3
2	Going beyond			
2.1	Talks about what blocks sites, evaluates them as "not appropriate"	A3 A6 (twice), D5	T4 T2	
2.2	Talks about blocking sites that are NOT porn, extreme or violent	A5 A2 A3 D6	T8 T7 (4 times) T6	T4 T3
2.3	Talks about restricting bandwidth, usage	A5 A4 A1(does not) A6 A3 A2	T7 T6 T2 T2 (none knew sites were blocked to restrict bandwidth)	
3	Role of leader			

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3.1	Impacts user	A6 (twice) A5 W4 A4 A1			
3.2	How/who chose category	A5 A3 A4	A1 A5 A6	T2 T5 T4 T3	T8 (3 times), T6, T9 (twice
4	Interpretation				
4.1	Training	A1(twice) A4 A2	T6 (twice) T2 (4 times) T7 (3 times)	T9 (twice) T4 (3 times) T1	
4.2	Reference to .gov, school/district web sites & data bases media, information literacy, multiple perspectives	A3 A4A6	T8 T3 (3 times) T7 (twice) T4 (twice)	T5 T6 T9 T6	