

Project Planning Template

Cyber Security: Digital Citizenship

COURSE: Business	DURATION: 3 weeks	TEACHER:	Cyber Security: Digital Citizenship
GLOBAL ISSUE OVERVIEW			
<p>Whatever the situation, it seems like “there’s an app for that.”</p> <p>The proliferation of apps, methods of connecting with one another, mobile computing, and increasing internet connectivity have resulted in an explosion of new and different ways to communicate and conduct business; a commonly used acronym is the rise of SOLOMO (Social Local Mobile). Many of the methods of communicating and conducting business transactions are free or low cost and very convenient, enhancing their appeal. What’s not to like? And why WOULDN’T businesses AND consumers want to take advantage of ways of doing things that increase convenience and efficiency and are often just plain cool? The perceived advantages of such activities often come at an unknown cost. At a time when there is considerable focus on government access/control of consumer data, there is much less transparency on the part of businesses. Who has access to your data? Who collects it?</p> <p>Global Competencies Addressed:</p> <ul style="list-style-type: none"> • Investigate the World: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues. • Recognize Perspectives: Recognize, articulate, and apply an understanding of different perspectives. • Communicate Ideas: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups. • Take Action: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions. 			

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 st Century Skills
<p>College and Career Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively (if assigned to a team).</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Soft Skills: Oral presentation</p> <p>CCTC</p> <p>BM-MGT 3 Apply economic concepts fundamental to global business operations.</p> <p>1. Describe global trade's impact on business activities.</p> <p>BM-MGT 4 Employ and manage techniques, strategies, and systems to enhance business relationships.</p> <p>2. Manage internal and external intercultural business relationships.</p> <p>CRP – 1 Act as a responsible and contributing citizen and employee.</p> <p>CRP – 4 Communicate clearly, effectively, and with reason.</p> <p>CRP – 6 Demonstrate creativity and innovation.</p> <p>CRP – 7 Employ valid and reliable research</p>	<p>Common CORE Literacy</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Learning and Innovation Skills:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Communication and Collaboration <p>Life and Career Skills:</p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Productivity and Accountability • Leadership and Responsibility

strategies.
CRP – 10 Use technology to enhance productivity.

PROJECT DEFINITION & GOALS/OBJECTIVES

Project Goals/Objectives:

- Students will acquire the skills needed to research:
 - a. how personal data is collected
 - b. how personal data is stored
 - c. how personal data is used
 - d. how personal data is protected
- Students complete the concept check PRIOR to the lesson. Only the space to the left of each term will be marked at this time. Tell students a zero is OK; it means there is an opportunity to learn!
- Students read different stories about privacy issues.
- Students summarize their specific articles (one paragraph of 5–8 sentences) to share with their peers.
- Students research the questions independently and reconvene to share their results.
- Students take notes during discussion, then use results of their research, conversation, and resource websites to create a public service announcement alerting consumers to digital privacy issues and steps they can take to be safer and to protect their data. The instructor may choose to restrict the types of public service announcements students can create – public service announcements take many forms: flyers, posters, postcards, videos, slideshows, brochures, webpages, etc.
- Students complete the concept check AFTER the lesson. Only the space to the right of each term will be marked at this time.
- Conduct a Gallery Walk to review students’ products.

SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?

How can you leave a footprint with your thumb? Sounds impossible, right? Have you ever “liked” a post? Or commented on someone or something online? If so, you have added to your digital footprint, probably without even realizing it. The many different methods individuals and organizations use to conduct business and connect with each other generate TONS of data. How is the data collected? Are you aware of when and how data is collected? Who has access to your data? How is the data used? How is the data stored? Is the data protected?

You have been hired by an independent NGO (non-governmental organization) to inform and educate consumers about the answers to these questions.

Your task is to research these questions and create an appropriate public service announcement (PSA).

Essential Questions	Grade Level Adaptations
Digital Citizenship/Privacy-Protection – There are concerns both nationally and internationally about digital citizenship privacy. <ul style="list-style-type: none"> • Is it spying or is it customer service/marketing? • What is the cost of convenience or "free" apps and services? • How is data collected? • How is data used? • How is data protected? Are there differences between laws and regulations? • How can consumers make good decisions about their data? 	For younger students, focus the project on only one aspect of digital citizenship (e.g., privacy, data collection, cost of convenience). More advanced students could add a digital PSA specifically for high school students in addition to the general audience PSA.

ASSESSMENT: How will you determine what students have learned? (Check all that apply.)			
FORMATIVE		SUMMATIVE	
Quizzes/Tests	X	Multiple Choice/Short Answer Test	
Notes/Graphic Representations		Essay Test	
Rough Draft		Written Product with Rubric	X
Practice Presentation		Oral Presentation with Rubric	X
Preliminary Plans/Goals/Checklists of Progress		Other Product or Performance with Rubric	
Journal/Learning Log Adapted from Tammy Worcester Tang		Self-Evaluation or Reflection	X
Other: Class discussion of article summaries, videos	X	Evaluation by Authentic Audience	
		Other: Gallery Walk	X

MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?
<ul style="list-style-type: none"> • Computers • Internet Access • First video to view as a class: "Did You Know?" https://youtu.be/uqZiIO0YI7Y <p>Article links to get started – consider using an app like Instapaper, Pocket, Evernote, etc., to save articles because URLs are dynamic and can disappear without warning.</p> <ul style="list-style-type: none"> • Devices, Data, Connections: Which one is your weakest link? https://info.microsoft.com/CO-AAIoT-CNTNT-FY16-03Mar-IoT-Weakest-Link-Article.html?ls=social&lslsd=nrtr-aiiot-iotmanufacturing&wt.mc_id=OLA_1143770_11087206590034_11087206590704 • VTECH Collects Data on Kids http://www.huffingtonpost.com/entry/hack-vtech-collects-data-on-kids_us_565f3651e4b08e945fedae8a?ir=WorldPost&section=world&utm_hp_ref=world

- Google Under Fire for Data-mining Student email Messages
<http://www.edweek.org/ew/articles/2014/03/13/26google.h33.html>
- Australian Woman Jailed Then Deported from UAE over Facebook Post
<http://www.aljazeera.com/news/2015/07/australian-woman-deported-uae-facebook-post-150714214424659.html>
<http://www.ibtimes.com/australian-woman-abu-dhabi-arrested-deported-over-facebook-post-illegally-parked-car-2008951>
<http://www.bbc.com/news/world-australia-33456715>
- Privacy has become a human rights issue for the digital age
<http://www.irishtimes.com/business/technology/privacy-has-become-a-human-rights-issue-for-the-digital-age-1.2168797>
- Facebook taken to court in Austria
<https://getpocket.com/a/read/892513272>
<http://www.irishtimes.com/business/technology/vienna-court-to-hear-schrems-s-civil-suit-against-facebook-1.2169126>
- US health care not required to encrypt consumer data
<https://getpocket.com/a/read/837865666>
- Internet of Things (IOT), Hackers remotely kill Jeep's engine on highway
<http://www.cnn.com/2015/07/21/hackers-remotely-kill-jeep-engine-on-highway.html>
<http://www.csmonitor.com/Technology/2015/0721/Hackers-hijack-Jeep-Cherokee-How-can-you-stop-them-video>
- Verizon fined over use of supercookies
<http://www.marketwatch.com/story/fcc-fines-verizon-135-million-over-supercookies-2016-03-07?siteid=rss&rss=1>
- Intravenous pump can be hacked; hospitals warned
<http://sanfrancisco.cbslocal.com/2015/08/03/feds-popular-intravenous-pump-can-be-hacked-warning-issued-to-hospitals/>
- Social Media needs limitations, not choices
<http://www.wired.com/2015/04/social-media-needs-limitations-not-choices/>
- Facebook tracks users because of a “bug”
<http://www.theverge.com/2015/4/9/8379417/facebook-user-tracking-report-bug>
- Czech Republic Bans Google Street View
http://www.nbcnews.com/id/39302384/ns/technology_and_science/t/czech-republic-bans-google-street-view/#.VcgFmBNViko

- China cracks down on smart phone users
<http://www.bbc.com/news/world-asia-china-28702184>

Digital Citizenship/Privacy Resources

- Electronic Privacy Information Center
<http://www.epic.org>
- NetSmartz
<http://www.netsmartz.org/Parents>
- International Society for Technology in Education
<http://www.iste.org>
- Social Media Experiment video (Jack Vale) – to be viewed as a class
https://youtu.be/5P_0s1TYpJU
- Public service campaign rubric link (search for saved rubric #2553379)
<http://rubistar.4teachers.org/index.php?ts=1439131334>

*Instructors may also search for or create a product or project-specific rubric at <http://rubistar.4teachers.org> at no charge.

SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?

Additional help – Schedule students for individual help or for smaller group help.

Enrichment – Advanced students can locate and save additional articles and resources for the class database. Advanced students can investigate and analyze legislation and government regulation of consumer information of specific countries.

Extension – Identify organizations or agencies consumers can contact if their data has been breached.

CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Introduction of topic. Distribute and complete Expert	Discuss responses to and implications of video.	Assign articles to be read. Discuss expectations.	Student article summaries completed.	Class discussion of article summaries.

Vocabulary/Concept Check. View video “Did You Know?” https://youtu.be/uqZiIO0YI7Y				
Week 2				
Explain/discuss final product requirements.	Research	Social Media Experiment video (Jack Vale) – to be viewed as a class https://youtu.be/5P_0s1TYpJU Discuss implications of video.	Research	Research – final products should be well under way.
Week 3				
Introduce and research <i>Safer Internet Day</i> (saferinternetday.us). One way to celebrate it is to share #OneGoodThing you’ve seen or done to make the internet a better place. This is a good time to remind everyone of what they should be focusing on with technology for the rest of the year. Via ISTE. Consider implications for final product	Final products nearing completion.	Final product completion.	Small group/team practice explaining final product.	Gallery Walk of final products with oral explanations. Self-reflection – Using PMI Individual Reflection Questions.
STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.				
Self-reflection – Using PMI Individual Reflection Questions. Student-Project-Plan-Reviewing – Individual Reflection Questions from Project Management Toolkit for Teachers found at http://pmief.org/learning-resources/learning-resources-library/project-management-toolkit-for-teachers?tab=Toolkit%20Materials				

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA 30318-5776