**Digital Citizenship**

**COURSE: Intro Bus., Personal Finance, Leadership, Computer Apps, SS (Govt.)**

**CONTENT AREA: CTE**

**TEACHER: Burnett**

**STATE: MO**

**DURATION:**

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| **CONTENT—What will students learn?** | | |
| **CAREER/TECHNICAL KNOWLEDGE AND SKILLS** | **ACADEMIC KNOWLEDGE AND SKILLS** | **21ST CENTURY SKILLS** |
| **College and Career Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration**  **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)  2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and  orally.  **Global Competency:** Communicating ideas **Soft skills:** Oral presentation | **Common CORE Literacy**  [CCSS.ELA-LITERACY.RST.11-12.7](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.RST.11-12.9](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.SL.11-12.4](http://www.corestandards.org/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.  [CCSS.ELA-LITERACY.SL.11-12.5](http://www.corestandards.org/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. | **Listening, critical thinking, communication, information management, effective use of technology** |
| **ESSENTIAL QUESTIONS** | | |
| **Digital Citizenship/Privacy-Protection - there are concerns both nationally and internationally about digital citizenship privacy.**  **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 in laws and regulations? How can consumers make good decisions about their data?** | | |
| **ACTIVITIES & ENHANCEMENTS** | | |
| 1. **Students complete the concept check PRIOR to the lesson. Only the space left of each term will be marked at this time. Tell students a zero is OK, it means there is an opportunity to learn!** 2. **Students read different stories about privacy issues.** 3. **Students summarize their specific articles (one paragraph of 5-8 sentences) to share with their peers.** 4. **Students research the questions independently and reconvene to share their results.** 5. **Students take notes during discussion, use results of their research and conversation, use resource websites to create a public service postcard/flyer to alert consumers to digital privacy issues and steps they can take to be safer/protect their data.** 6. **Students complete the concept check AFTER to the lesson. Only the space to the right of each term will be marked at this time.** 7. **Conduct a Gallery Walk to review students’ products.** | | |
| **ASSESSMENTS** | | |
| **FORMATIVE:** Ongoing – expert vocabulary review, answering and discussing articles and research questions.  **SUMMATIVE:** digital presentation/publication with 3-5 "Did you know" facts and top 5 recommendations for being a good digital citizen (to protect privacy/data) | | |
| **RESOURCES NEEDED TO SUPPORT THE UNIT/LESSON** | | |
| **Internet access for students**  **Article links to get started – use Instapaper, Pocket, Evernote etc to save articles as urls are dynamic and can disappear without warning**  [**http://www.irishtimes.com/business/technology/privacy-has-become-a-human-rights-issue-for-the-digital-age-1.2168797**](http://www.irishtimes.com/business/technology/privacy-has-become-a-human-rights-issue-for-the-digital-age-1.2168797)  **Australian woman deported from UAE for Facebook post**  [**http://www.ibtimes.com/australian-woman-abu-dhabi-arrested-deported-over-facebook-post-illegally-parked-car-2008951**](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**](http://www.bbc.com/news/world-australia-33456715)    Facebook taken to court in Austria  [**https://getpocket.com/a/read/892513272**](https://getpocket.com/a/read/892513272)  [**http://www.irishtimes.com/business/technology/vienna-court-to-hear-schrems-s-civil-suit-against-facebook-1.2169126**](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**](https://getpocket.com/a/read/837865666)    Internet of Things (IOT)  Hackers remotely kill Jeep's engine on highway  [**http://www.cnbc.com/2015/07/21/hackers-remotely-kill-jeep-engine-on-highway.html**](http://www.cnbc.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**](http://www.csmonitor.com/Technology/2015/0721/Hackers-hijack-Jeep-Cherokee-How-can-you-stop-them-video)  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>  **Public Service campaign rubric link** [**http://rubistar.4teachers.org/index.php?ts=1439131334**](http://rubistar.4teachers.org/index.php?ts=1439131334)  **search for saved rubric #2553379**  **Digital Citizenship/Privacy Resources**  **Electronic Privacy Information Center**  [**http://www.epic.org**](http://www.epic.org)  **Netsmatz**  [**http://www.netsmartz.org/Parents**](http://www.netsmartz.org/Parents)  **International Society for Technology in Education**  [**http://www.iste.org**](http://www.iste.org) | | |
| **ATTACHED MATERIALS** | | |
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| **ADAPTATIONS—What will you do for students who already know it? What will you do for students who don’t get it?** | | |
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| **TEACHER REFLECTION – What worked? What would you change for the future?** | | |
| **Participate in** Feb. 10 is [**Safer Internet Day**](http://saferinternetday.us/), and one way to celebrate it is to share [**#OneGoodThing**](http://saferinternetday.us/one-good-thing/) 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  **MODIFICATIONS AND EXTENSIONS—How will you support for students who have difficulty learning the content, modify for special learning needs, or provide enrichment for advanced students?** | | |