Digital Privacy

Essential Understanding:
Compromised privacy may be the price people pay for active online lives.

Learning Outcome(s):
• Students will know and be able to articulate how their digital footprint determines the type of information other people and organizations will know about them.

Common Core Standard(s):
• RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

IPC Skills:
• Presents conclusions and supporting facts in a variety of ways
  (Assessment 6.4: Conclusions and Supporting Evidence)
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<th>LEARNING/TEACHING ACTIVITIES</th>
<th>RESOURCES</th>
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<td><strong>Mini Lesson</strong></td>
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<td>Have students watch the following video with the key question in mind: Is online privacy possible? Discuss opinions on any or all of the following: advertisers tracking your online shopping and interests; the government (NSA, police) collecting data on people in the name of security; and colleges and employers looking up information on potential candidates.</td>
<td><a href="http://ny.pbslearningmedia.org/resource/74ec7608-31cf-439a-929f-b45ba036d112/online-privacy-off-book/">http://ny.pbslearningmedia.org/resource/74ec7608-31cf-439a-929f-b45ba036d112/online-privacy-off-book/</a></td>
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<td><strong>Guided Practice</strong></td>
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<td>Have students read short article on the current hiring practices of companies. Guide students to answer the following question with evidence from the text using assessment 6.4: What types of online information about an individual would be favorable to prospective colleges and employers? Write the conclusion: The following types of online information are favorable to prospective colleges and employers:</td>
<td><a href="http://lgdata.s3-webus-east-1.amazonaws.com/docs/2806/499955/6.4_Conclusions_and_Supporting_Evidence.pdf">IFC Assessment 6.4</a></td>
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<td><strong>Independent Practice/Check for Student Understanding</strong></td>
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<td>Students work independently or in pairs to answer the following question: What types of online information and activities about an individual would not be favorable to prospective colleges and employers? Write the conclusion: The following types of online information are not favorable to prospective colleges and employers:</td>
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## Digital Citizenship Strand: Responsibility

### LEARNING/TEACHING ACTIVITIES

| Sharing/Reflection | The discussion culminates in the essential question: Why is one's digital footprint so important?  
Suggested Response: You cannot control what other individuals and organizations do with your online information and activities except to control your own narrative - what information you share digitally. |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment        | Student conclusions to discussion question.  
IFC Assessment 6.4 |

### RESOURCES

Follow up/Extensions:

Common Sense Media:
https://www.commonsensemedia.org/educators/lesson/my-media-6-8  
https://www.commonsensemedia.org/educators/lesson/my-media-6-8  
https://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8  
https://www.commonsensemedia.org/educators/lesson/digital-life-101-6-8

Websites:
NOVA Cybersecurity Lesson Plan:  

Generation Like: What are teens doing online?  

NOVA Cybersecurity Lab Game:  
http://ny.pbslearningmedia.org/search/?q=privacy&selected_facets=media_type_exact%3AInteractive&selected_facets=&display=privacy