# GRADE 9

# K-12 Digital Citizenship

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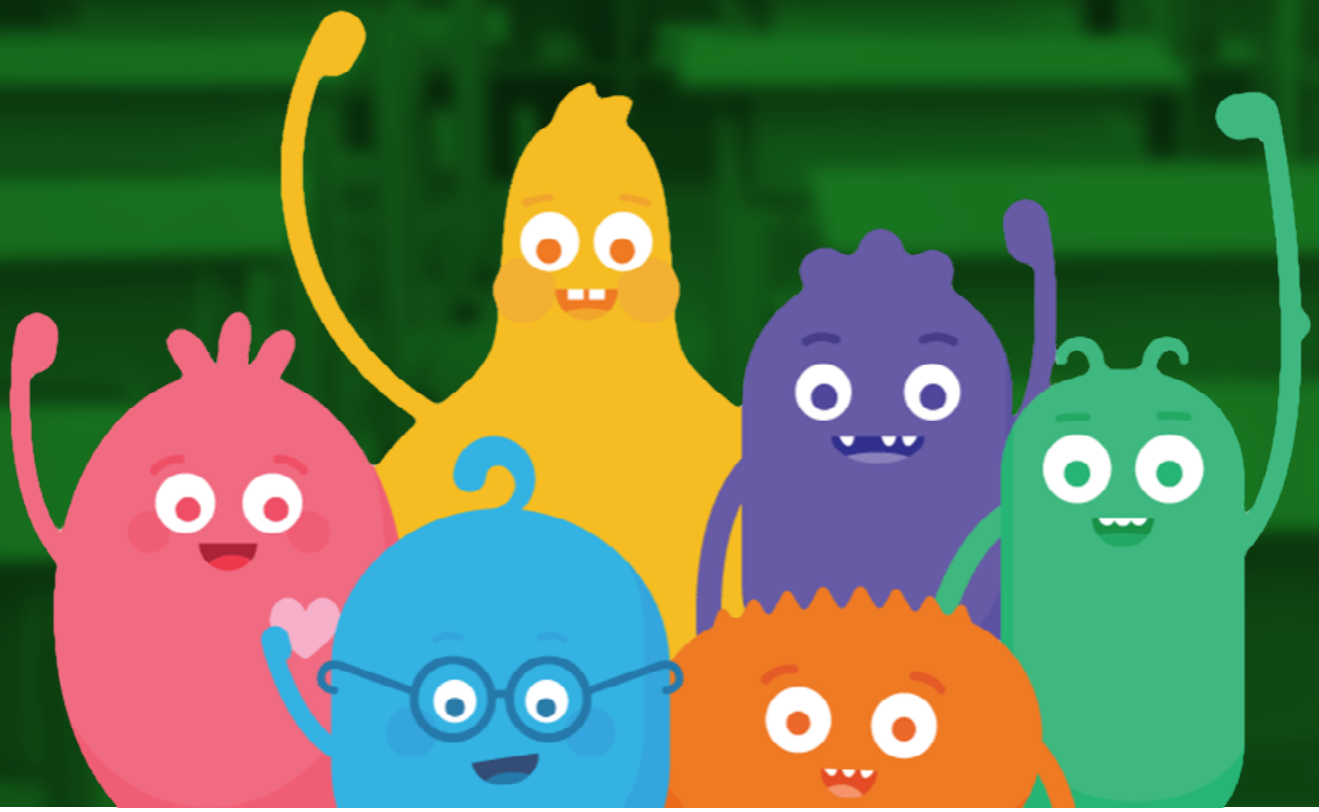

INFOSEC

## Grade 9: Program plan

| GRADE | TIME | TOPICS |
| --- | --- | --- |
| 9 | 50 mins. | • Privacy & Security<br>• Digital Citizenship |

# The Big Data Dilemma

**What are the benefits and drawbacks of online tracking?**

Many of us are aware that we're being tracked when we go online. It's one of the ways our favorite websites and apps know how to recommend content just for us. But how much information are companies actually collecting? And what are they doing with it? Digging into the details can help us make smart decisions about our online privacy and how to protect it.

**Students will be able to:**

- Define online tracking and describe how companies use it.
- Identify the benefits and drawbacks of online tracking to both companies and users.
- Analyze specific examples of online tracking and take a position for or against them.

**Key Standards Supported**

**COMMON CORE**

L.9-10.1, L.9-10.3, L.9-10.4, L.9-10.6, RH.9-10.1, RH.9-10.4, RH.9-10.10, RI.9-10.4, RI.9-10.10, SL.9-10.1, SL.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6, W.9-10.1, W.9-10.4, W.9-10.10

**CASEL**

4a, 4b, 4c, 4d

**AASL**

I.A.2, I.B.1, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.3, V.B.2, VI.A.1, VI.D.1

**ISTE**

1d, 2a, 2b, 2d, 3a, 3d, 4a, 4b, 6a, 6b, 7a, 7b, 7c, 7d

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**What You'll Need**

Some resources below are available in Spanish

**IN CLASS**

- Lesson Slides
- Both Sides of the Track
  Handout
  Teacher Version
- Lesson Quiz

**FOR FAMILIES**

- Family Activity
- Family Tips
- Family Engagement Resources

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**Lesson Plan**

Consider: **The Data Set** 20 mins.

**Before the lesson:** This lesson involves students choosing from a list of online resources, which they will use to explore and analyze the lesson topic. Use the Resource Notes on the **Teacher Version** of the student handout to review the resources beforehand. You may want to suggest particular resources over others for particular students, or you may want to watch a resource together as a class. You will also need to confirm that all resources are accessible and not blocked by your school or district's filter.

1. **Ask:** *What kinds of information about yourself do you share online?*

   Invite students to respond. Possible student responses:

   - *Name and other personal information (when they sign up for apps or websites)*
   - *Likes and dislikes, images of themselves, and other information (when they post on social media)*

2. **Ask:** *Who do you share this information with? Who sees it?*

   Students may say their friends and families, or anyone who sees their posts. Follow up by asking: *What about the people and companies that own the apps or websites you post on?*

   Invite students to respond. Explain that companies collect the information they share, and also much more. Companies like Facebook, Snapchat, Google, and others also track and collect location, browsing habits, searches, purchases, and so on.

3. **Explain** that when companies do this, it is called **online tracking**, which means *apps, websites, or third parties collecting information about your online activity (other sites you visit, links you click, how long you stay, etc.)*. (**Slide 4**) A **third party** is *a company other than the company that owns the website or app you are using.* (**Slide 5**)

   Tell students they are going to watch a video that shows how this works. As they watch, they should listen for all the examples of online tracking. Show the video **"Hot on Your Trail."** (**Slide 6**) Note that students may feel overwhelmed by the number of ways that companies and the government are tracking them. It may be helpful to explain that some of the examples in the video are exaggerated. They show what could possibly be tracked, rather than what actually is being tracked.

4. **Invite** students to share out the examples. There are many examples in the video, but key ones to note include:

   - *Liz uses Google and Gmail, which means Google can track her email activity, IP address, contact list, searches, where she goes when she uses Google Maps, and much more.*
   - *Liz's service providers (internet, cell phone, etc.) also track her behavior and sell it to advertisers (sites she visits, places she goes, etc.).*
   - *Advertisers target her with advertisements based on data they've received from Google, her service providers, and many other sites that she's visited, especially her social media, which tracks and sells her likes, her posts, and who she interacts with. This is called* ***targeted advertising****.* (**Slide 7**)
   - *One way that sites track you is using* ***cookies****, which are small text files stored on a computer that keep track of what a person does on a website.* (**Slide 8**)
   - *Some places also use cameras and facial recognition technology to track her when she visits.*

5. **Say:** *So one way that companies use your data is to target you with advertising. What are some other ways that companies might use the data that they collect about you?*

   Invite students to respond. Explain that companies also use the data they collect to provide you with **personalized content**, which is *online information that has been tailored to you by websites and apps based on data that has been collected about you*. (**Slide 9**) For example, Netflix recommends movies and shows for you to watch based on what you've previously watched and what you've "liked." Spotify does something similar with music.

6. **Ask:** *What do you think of tracking and targeting? Do you think it is OK for companies to collect information about you?*

   Opinions will vary. Explain that they will explore some additional resources on this topic and take a position on it.

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Explore: **Tracking the Benefits and Drawbacks** 20 mins.

1. **Distribute** the **Both Sides of the Track Student Handout** and have students read the directions silently. (**Slide 10**)

2. **Explain** that these resources cover the benefits and drawbacks of online tracking for companies, as well as for the people who use their sites and apps. For example, a company like Amazon might track user behavior on its site, so that it can advertise products that people are more likely to be interested in. Depending on how you feel about targeted advertising, you might see this as either a benefit or a drawback. Depending on how you react, it might end up being a benefit or drawback to Amazon.

3. **Allow** students 15 minutes to work in pairs or small groups to review two of the resources and complete the notes tracker.

4. **Invite** students to share out what they identified as the best way forward and why. (**Slide 11**) Use the **Teacher Version** to help guide discussion. Highlight any specific takeaways that you want students to capture and allow them a couple of minutes to add to their notes.

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Create: **For or Against?** 10 mins.

1. **Point** students to Part 2 of the **Both Sides of the Track Student Handout**. Have students work independently or collaboratively to complete the two examples.

2. **Have** students share out their examples in groups or as a class.

3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

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