COURSE: Law/Government/ Business	DURATION: 2 weeks	TEACHER:	Expanding Overseas: What a company needs to think about

GLOBAL ISSUE OVERVIEW

Every country has cyber security issues and every business has to prepare for these types of issues. They are not isolated to only big companies but small ones as well. In order for companies to survive cyber security issues they have to have procedures that will help reduce the exposure to potential breaches. These procedures have to take into consideration the laws in a country and what the government allows.

Global Competencies Addressed:

- 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	21st Century Skills
1. Determine the agencies responsible for protecting against cyber threats. 2. Determine how to keep the rights of employees in place but also protect a company from losing vital information.	**Writing:** Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness. **Speaking:** Deliver planned and impromptu oral presentations. **Mathematics:** Create a sequence graphic on how the protocols will go.	**Learning and Innovative Skills:** • Critical Thinking and Problem Solving • Communication and Collaboration **Life and Career Skills:** • Initiative and Self-Direction • Leadership and Responsibility

PROJECT DEFINITION & GOALS/OBJECTIVES

Students will acquire skills needed to research different legal rights and regulations on cyber security issues in different countries. Students will learn about the different types of government entities that deal with cyber security issues and what procedures they recommend for businesses to use. They will work on adapting cyber security policies and procedures for a company from the research they conduct. They will also have to present this new procedure to a panel.

Project Goals/Objectives:

- Identify agencies that are responsible for certain cyber security issues.
- Determine how to keep the rights of employees in place but also protect a company from losing vital information.

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

A multinational manufacturing company is expanding to another country from the United States. This company has had security procedures put in place to restrict employee access. The company, however, has to adopt new procedures based on the new country's laws. They have to work with the agencies responsible for investigating cyber threats.

Essential Questions	Grade Level Adaptations
What legal protections and agencies are in place to help protect against cyber threats?	Lower grade levels: • Focus on only one part of the project objective at a time, and work all the students through the same process. • Provide additional research or resources prior to starting the project.

ASSESSMENT: How will you determine what students have learned? (Check all that apply.)

FORMATIVE		SUMMATIVE	
Quizzes/Tests		Multiple Choice/Short Answer Test	
Notes/Graphic Representations	X	Essay Test	
Rough Draft		Written Product with Rubric	X
Practice Presentation	X	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:		Evaluation by Authentic Audience	
		Other:	

MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?

Materials:

- Computer Access
- Internet Access
- Project self-reflection form – Buck Institute **http://www.bie.org/object/document/my_thoughts_about_the_project**

Internet Resources:

- Department of Homeland Security, Cyber security protection: https://www.dhs.gov/national-cybersecurity-protection-system-ncps
- Department of Homeland Security, Cyber security: https://www.dhs.gov/topic/cybersecurity
- NATO, Cooperative Cyber Defence Centre of Excellence Resources: https://ccdcoe.org/cyber-security-strategy-documents.html
- NSA, Day of Cyber: http://nsadayofcyber.com/

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 time can be arranged if needed by the resource teacher.

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
Introduce project and assign groups.	Guest speaker from the local FBI office.	Lecture on the Fourth Amendment and how it will apply to the internet and digital forensics.	Students will research cases in the U.S. of identity theft and compare them to cases	Students will research the types of things stolen through identity theft or cyber security

			they find in Great Britain (or another country).	breaches in both the U.S. and Great Britain (or another country).
Week 2				
Students will work on the NSA Day of Cyber.	Students will use the research they have done to create some new cyber security protocol for a new company having a location both in the U.S. and in Great Britain (or another country).	Students will continue to develop their protocol and create a visual graphic for the process.	Students will present their new protocol procedures to an audience of peers and industry members.	Students will complete a peer evaluation as well as a self-reflection of this project.

STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.

Project self-reflection form – Buck Institute http://www.bie.org/object/document/my_thoughts_about_the_project

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