

COMPUTER SCIENCE & DIGITAL FLUENCY SMART START GRANT LESSON PLAN

Date: April 2026		Unit/Lesson: El Incidente Digital	
Approximate Time (in minutes) to complete lesson: 140 minutes		Grade Level: 11	
Materials and/or Resources: ¡Ecos de piratas y bucaneros! (Article on pirates and buccaneers in the Dominican Republic) Memorándum del alcalde (Mayor’s Memo) Registro Técnico (Technical Incident Log) Forensic Analysis Questions Informe Final (Final Report Template) Assessment Rubric (Dual Language/CS)		CSDF Concept/Standard Addressed: ☐ Impacts of Computing ☐ Computational Thinking ☐ Networks and Systems Design ☒ Cybersecurity ☒ Digital Literacy	
Student-friendly “I Can” Statements: I can use the Spanish preterite tense to narrate a sequence of past events in a professional report. I can identify different types of digital resources that require protection within a city’s infrastructure (9-12.CY.1). I can evaluate the trade-offs between system security and user accessibility (9-12.CY.3). I can recommend specific preventative and reactive actions for a security breach (9-12.CY.5).		Vocabulary Words: Spanish Content: El ayuntamiento, la red, el pirata informático, los expedientes, el cortafuegos, la contraseña, cifrar/encriptar, fallar, detectar. CS Concepts: Phishing, Patch Management, Multi-factor Authentication (MFA), Breach Containment, Data Privacy.	
ENGAGING THE LEARNERS	The Hook: Read the Spanish article regarding 17th-century pirates in the Dominican Republic.		
	The Comparison: Why did pirates attack Spanish ships? What was the treasure? What data do digital pirates steal?		
	CS Integration: personal data, medical records, social security numbers); comparing a physical fortress to a digital firewall.		

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EXPLORING THE CONCEPT

Interpretive Reading: Students read the Mayor's Memo and the Technical Log.

Presentational Writing: Using the preterite, students document how the hackers were able to access the hospital's system and what information they stole / encrypted.

Interpersonal Speaking: Discuss the trade-offs of security.

Presentational Writing: Students write a formal report summarizing the incident, data that was affected, and steps that were not taken. They also make suggestions for future actions to help prevent another breach.

EVALUATE: Assessment of Student Knowledge:

☐ Informal- Comparative graphic organizer of trade-offs

☐ Formal- Formative: summary of breach; Summative: report for mayor

Cross Curricular Links (standards):

NYS World Language Standard 2.1 & 2.2: Cultural Practices, Products, and Comparisons.

NYS CS & DF 9-12.CY.1, 3, 5: Cybersecurity identification, trade-offs, and response.