Unit 2a-Tech: Copyright and Fair Use

Content Area: **Technology**
Course(s): **Technology 4**
Time Period: **Marking Period 2**
Length: **MP2; once a week**
Status: **Published**

Essential Questions

- What are an individual's responsibilities for using technology?
- What constitutes misuse of technology and how can it best be prevented?

Big Ideas

- Technology use can have positive or negative impact on both users and those affected by their use.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- The ethical rules you live by also apply to technology.
- Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).
- The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

Cross-Curricular Integration

English Language Arts

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,

stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Readiness, Life Literacies, and Key Skills Integration

Performance Expectations

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.DC.1: Explain the need for and use of copyrights
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Practices

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Enduring Understandings

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. **[R]**
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

Activities and Assessments

- Practice appropriate online behavior and understand the consequences of inappropriate behavior related to cyber ethics.

- Lesson "It's Great to Create and Play Fair" (helps students be fair with their creative work and work of others): http://www.ikeepsafe.org
- Lesson "Creativity and Sharing Fairly" (helps students understand ownership concepts): http://www.ikeepsafe.org
- Lesson COPYRIGHT CONCEPTS: Digital Sharing Ethics: http://www.ikeepsafe.org
- Lesson COPYRIGHT IN THE REAL WORLD: Music, Movies, Software, e-Books, Video Games: http://www.ikeepsafe.org
- Lesson COPYRIGHT IN THE REAL WORLD: Images and Print: http://www.ikeepsafe.org
- Optional activities proposed by the lessons above, giving practical experience to the students to help them grasp these complex concepts.
- Using information ethically [The 21st Century COACH T45]

Additional Resources

- Be Kind Online, PBSLearning: https://ny.pbslearningmedia.org/resource/47a35461-b8db-4337-9fca-123676b38d85/47a35461-b8db-4337-9fca-123676b38d85/
- Ruff Ruffman: Texting and YOU!, PBSLearningMedia: https://ny.pbslearningmedia.org/resource/ruff14-pd-text/texting-and-you/
- Ruff Ruffman: Photos and YOU!, PBSLearningMedia: https://ny.pbslearningmedia.org/resource/ruff14-pd-photos/photos-and-you/