

Technology's Impact on Humanity

School District: Chambersburg Area School District

Course: Technology's Impact on Humanity

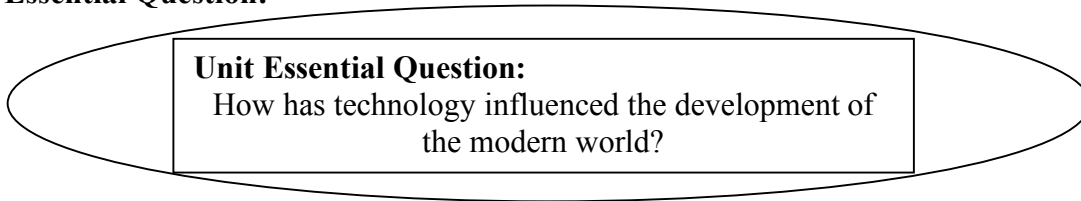
Date: 8/15/16

Topic: Role of Technology in the Development of the Modern World **Days:** 10-15

Subject Area: Technology's Impact on Humanity **Grade:** 10-12

Key Learning: The students will be able to analyze the role that technology has played in the development of the modern world and the social implications of those advancements.

Unit Essential Question:



Unit Essential Question:

How has technology influenced the development of the modern world?

<p>Concept: 1.1</p> <p>Origins of Technology</p> <p>Standards: 1.2.11-12 A, C 1.4 11-12 A, B 3.4.12.C2 8.5.9-10.E</p>	<p>Concept: 1.2</p> <p>1st World vs. 3rd World Countries</p> <p>Standards: 3.4.12.E4 8.6.11-12.F</p>	<p>Concept: 1.3</p> <p>Social Advancements</p> <p>Standards: 1.2.11-12 A, B, C 1.4 11-12 F, H 3.4.12.C2 8.6.11-12.E</p>
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<p>Lesson Essential Question:</p> <p>How has technology evolved over time?</p> <p>Why has technology evolved over time?</p> <p>Explain historic influences in the advancement of technology.</p>	<p>Lesson Essential Question:</p> <p>How does technology differ between 1st and 3rd world countries?</p> <p>How does technology bridge or create a gap between 1st and 3rd world countries?</p> <p>Explain the differences between 1st and 3rd world countries.</p>	<p>Lesson Essential Question:</p> <p>How has technology created social advancements?</p> <p>How has technology created the establishment of the majority?</p> <p>How has the advancement of technology created the haves and the have less?</p>
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<ul style="list-style-type: none">• Origins of technology from fire to furnace• Industrial Revolutions of: Britain America Russia China India	<ul style="list-style-type: none">• 1st world countries• 3rd world countries	<ul style="list-style-type: none">• Social advancement of minorities• The establishment of the majority• Haves• Have less
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School District: Chambersburg Area School District

Course: Technology's Impact on Humanity

Date: 2/10/16

Topic: Fourth Amendment

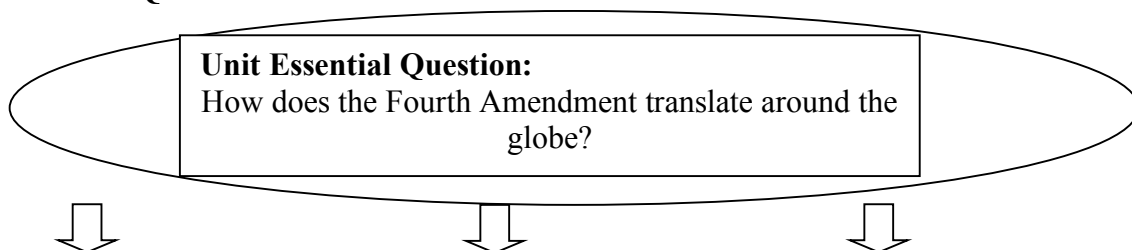
Days: 20-25

Subject Area: Technology's Impact on Humanity

Grade: 10-12

Key Learning: The students will be able to analyze an individual's rights under the Fourth Amendment with respect to technology both within the United states and globally.

Unit Essential Question:



Technology's Impact on Humanity

<p>Concept: 2.1</p> <p>Global vs. American rights</p> <p>Standards: 1.2.11-12 A, B, C 1.5.11-12 A, B, C, D</p>	<p>Concept: 2.2</p> <p>Roles of mass media</p> <p>Standards: 1.2.11-12 A, B, C 1.4.11-12 A, C 3.4.12.E4</p>	<p>Concept: 3.3</p> <p>National Security Agency (NSA)</p> <p>Standards: 1.2.11-12 A, C, D, H 1.5.11-12 A</p>
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<p>Lesson Essential Question:</p> <p>How do rights differ in America and abroad?</p> <p>How has technology impacted American and global rights?</p> <p>How has the Espionage Act of 1918 been affected by the introduction of technologies?</p>	<p>Lesson Essential Question:</p> <p>What roles do various types of mass media play and who do they serve?</p> <p>How has mass media impacted society?</p> <p>How has technology created new public spheres?</p>	<p>Lesson Essential Question:</p> <p>Explain the role of the NSA.</p> <p>Why are the duties and programs of the NSA considered controversial?</p> <p>How has the NSA influenced the War on Terror?</p>
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<ul style="list-style-type: none"> • Probable cause • HIPPA • Close camera TV versus robot cameras • Espionage Act of 1918 	<ul style="list-style-type: none"> • Print • Television • Internet • Democracy • Access • Creation of new public spheres 	<ul style="list-style-type: none"> • Patriot Act and the NSA • Edward Snowden and the NSA • War on Terror and the NSA
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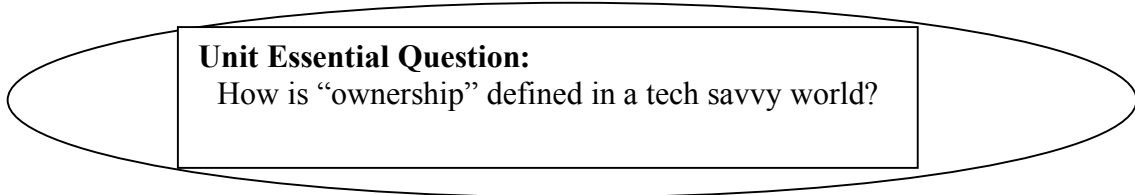
Date: 2/10/16

<p>Topic: The concept of 'Ownership'</p> <p>Subject Area: Technology's Impact on Humanity</p>	<p>Days: 15-20</p> <p>Grade: 10-12</p>
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Key Learning: The students will be able to analyze the idea of “ownership” and how it is defined in the digital age.

Unit Essential Question:



Unit Essential Question:
How is “ownership” defined in a tech savvy world?

<p>Concept: 3.1</p> <p>Patent laws</p> <p>Standards: 1.2.11-12 A, B, H 1.4 11-12 J 1.5 11-12 A, C 3.4.12.C3</p>	<p>Concept: 3.2</p> <p>Originality of thought</p> <p>Standards: 1.2.11-12 A, B, C 1.4 11-12 A, B 3.4.12.C2 8.5.9-10.E</p>	<p>Concept: 3.3</p> <p>Property rights</p> <p>Standards: 1.2.11-12 A, B, C 1.4.11-12 C, J 1.5.11-12 B 3.4.10.D3</p>
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<p>Lesson Essential Question:</p> <p>How do patent laws vary in the American economy?</p> <p>How do patent laws vary in the global economy?</p> <p>Explain the function of patents, trademarks, and copyright.</p>	<p>Lesson Essential Question:</p> <p>Do original thoughts exist? Explain.</p> <p>Who owns original thoughts? Explain.</p> <p>Can original thoughts be protected? Explain.</p>	<p>Lesson Essential Question:</p> <p>Who has ownership rights to digital content? Explain</p> <p>How are digital rights determined?</p> <p>Why is it important to determine who owns digital content?</p>
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<ul style="list-style-type: none">• American vs. global patent laws• Patents• Trademarks• Copyright• Trade secret	<ul style="list-style-type: none">• Copyright• Intellectual property	<ul style="list-style-type: none">• iTunes for lease• Napster vs. Metallica• For the good of man or good of pocket?
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Technology's Impact on Humanity

School District: Chambersburg Area School District

Course: Technology's Impact on Humanity

Date: 2/10/16

Topic: Technology and Education

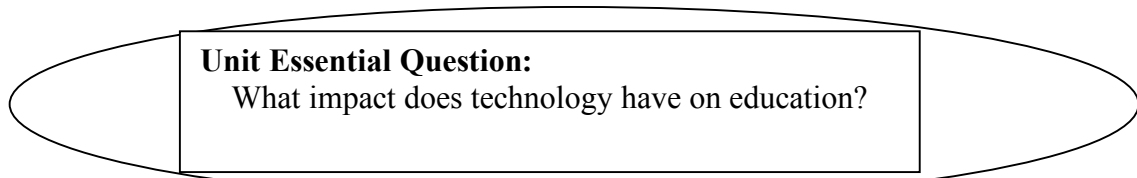
Days: 10-15

Subject Area: Technology's Impact on Humanity

Grade: 10-12

Key Learning: The students will be able to analyze the impact of technology on education as well as identify advantages and disadvantages for those involved in various aspects of the field.

Unit Essential Question:



Unit Essential Question:

What impact does technology have on education?

<p>Concept: 4.1</p> <p>Educating students on the use of technology</p> <p>Standards: 1.2.11-12 A, B, C 1.4.11-12 A, D 3.4.10.E4 8.5.9-10.I</p>	<p>Concept: 4.2</p> <p>Use of technology in the classroom</p> <p>Standards: 1.2.11-12 A, H 1.4.11-12 A, C 3.4.10.E4 8.5.9-10.E</p>	<p>Concept: 4.3</p> <p>Death of published materials</p> <p>Standards: 1.2.11-12 B, C, H 1.4.11-12 A, J 3.4.10.E4 8.5.11-12.B</p>
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<p>Lesson Essential Question:</p> <p>What should schools teach about the use of technology?</p> <p>How should schools educate students on the use of technology?</p> <p>Explain the function of an Acceptable Use Policy</p> <p>Why are schools responsible for ensuring students follow Acceptable Use Policies?</p>	<p>Lesson Essential Question:</p> <p>How is technology used in the 21st century classroom?</p> <p>How is the use of technology in education advantageous?</p> <p>How is the use of technology in education disadvantageous?</p>	<p>Lesson Essential Question:</p> <p>Has the introduction of technology into education lead to the death of published materials? Explain.</p> <p>How has the advancement of technology led to the rise of misinformation?</p> <p>Explain jingoism and how technology has contributed to its escalation.</p>
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<ul style="list-style-type: none">• Filtration of websites• Acceptable use• Cyber etiquette• Cyber bullying	<ul style="list-style-type: none">• Distance learning• 1:1• STEM• Home school• STEM	<ul style="list-style-type: none">• Rise of Jingoism and misinformation• Dissolving the middle man• Online economy• Khan Academy• YouTube Learning
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Technology's Impact on Humanity

School District: Chambersburg Area School District

Course: Technology's Impact on Humanity

Date: 2/10/16

Topic: Social Media

Days: 10-15

Subject Area: Technology's Impact on Humanity

Grade: 10-12

Key Learning: The students will be able to analyze the degree to which social media has undermined or enhanced the human in humanity.

Unit Essential Question:

Unit Essential Question:

How has social media undermined or enhanced the human in humanity?



<p>Concept: 5.1</p> <p style="text-align: center;">Change in societal norms</p> <p>Standards: 1.4.9-10 D,H 3.4.10.C1 8.6.9-10.F</p>	<p>Concept: 5.2</p> <p style="text-align: center;">Impact on business and global trade</p> <p>Standards: 1.2.9-10 A,B 3.4.10.B2 8.5.9-10.B</p>	<p>Concept: 5.3</p> <p style="text-align: center;">Product vs. Consumer</p> <p>Standards: 8.5.9-10.E 3.4.10.C3</p>
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<p>Lesson Essential Question:</p> <p style="text-align: center;">How have societal norms changed with the introduction of social media?</p> <p style="text-align: center;">How has social media affected psychological wellbeing?</p> <p style="text-align: center;">How has social media affected social relationships?</p>	<p>Lesson Essential Question:</p> <p style="text-align: center;">How has social media impacted business?</p> <p style="text-align: center;">How has social media impacted global trade?</p> <p style="text-align: center;">Why does social media have the ability to impact business and global trade?</p>	<p>Lesson Essential Question:</p> <p style="text-align: center;">Are you a product of or a consumer of social media? Explain.</p> <p style="text-align: center;">How does social media influence personal thought?</p> <p style="text-align: center;">How does social media impact communication?</p>
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<ul style="list-style-type: none">• Facebook, Twitter, Instagram lifestyle• Skype and FaceTime• Connections• Phubbing• Nomophobia	<ul style="list-style-type: none">• Stock market• Diversity• Hoaxes• Endorsements/attract consumers	<ul style="list-style-type: none">• Producer vs. consumer... or both?• News• Music• Videos
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Technology's Impact on Humanity

School District: Chambersburg Area School District

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Date: 2/10/16

Topic: Censorship of the Internet

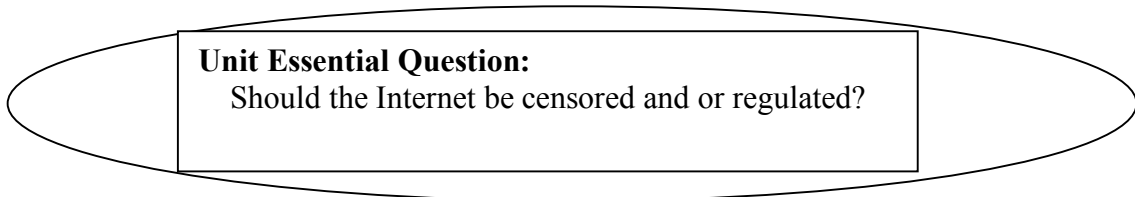
Days: 10-15

Subject Area: Technology's Impact on Humanity

Grade: 10-12

Key Learning: The students will be able to debate both for and against the censorship and regulation of the Internet citing personal and societal benefits and detriments.

Unit Essential Question:



Unit Essential Question:

Should the Internet be censored and or regulated?

<p>Concept: 6.1</p> <p>Civil liberties</p> <p>Standards: 1.4 11-12 A, B 3.4.10.A2 8.6.11-12.C</p>	<p>Concept: 6.2</p> <p>Net neutrality</p> <p>Standards: 1.4 11-12 C 3.4.10.A3 8.6.9-10.H</p>	<p>Concept: 6.3</p> <p>Intellectual property</p> <p>Standards: 1.5.11-12 C, D 3.4.10.A1 3.4.10.B1</p>
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<p>Lesson Essential Question:</p> <p>How is censoring and regulating the Internet advantageous?</p> <p>How is censoring and regulating the Internet detrimental?</p> <p>How does censoring and regulating the Internet infringe on civil liberties?</p>	<p>Lesson Essential Question:</p> <p>Explain net neutrality.</p> <p>How does net neutrality affect consumers?</p> <p>How does net neutrality impact civil liberties?</p>	<p>Lesson Essential Question:</p> <p>Explain intellectual property.</p> <p>Explain open source.</p> <p>How does intellectual property differ from open source?</p> <p>How is material protected under copyright laws?</p>
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<ul style="list-style-type: none"> • Government • Civil liberties • China 	<ul style="list-style-type: none"> • Common carrier • End-to-end principle • Traffic shaping • Discrimination by protocol or IP address • Arguments for and against 	<ul style="list-style-type: none"> • Copyrighted vs. non-copyrighted material • Freely reproducible • Types of intellectual property • Open source licenses
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STANDARDS:

Standard - CC.1.2.11-12.A

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Standard - CC.1.2.11-12.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Standard - CC.1.2.11-12.C

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

Standard - CC.1.2.11-12.D

Evaluate how an author's point of view or purpose shapes the content and style of a text.

Standard - CC.1.2.11-12.E

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Standard - CC.1.2.11-12.F

Evaluate how words and phrases shape meaning and tone in texts.

Standard - CC.1.2.11-12.G

Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

Standard - CC.1.2.11-12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

Standard - CC.1.2.9-10.A

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Standard - CC.1.2.9-10.B

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Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Standard - 3.4.10.A1

Illustrate how the development of technologies is often driven by profit and an economic market.

Standard - 3.4.10.A2

Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

Standard - 3.4.10.A3

Examine how technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function.

Standard - 3.4.10.B1

Compare and contrast how the use of technology involves weighing the trade-offs between the positive and negative effects.

Standard - 3.4.10.B2

Demonstrate how humans devise technologies to reduce the negative consequences of other technologies.

Standard - 3.4.10.C3

Illustrate the concept that not all problems are technological and not every problem can be solved using technology.

Standard - 3.4.10.D3

Synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, society, and the environment.

Standard - 3.4.12.E4

Synthesize the effects of information and communication systems and subsystems as an integral part of the development of the Information Age.

Standard - 3.4.12.C2

Apply the concept that engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.

Standard - 3.4.12.C3

Apply the concept that many technological problems require a multi-disciplinary approach.

Standard - CC.1.4.11-12.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Standard - CC.1.4.11-12.B

Write with a sharp distinct focus identifying topic, task, and audience.

Standard - CC.1.4.11-12.C

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Standard - CC.1.4.11-12.D

Technology's Impact on Humanity

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

Standard - CC.1.4.11-12.F

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Standard - CC.1.4.11-12.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.

Standard - CC.1.4.11-12.J

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Standard - CC.1.5.11-12.A

Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Standard - CC.1.5.11-12.B

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Standard - CC.1.5.11-12.C

Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Standard - CC.1.5.11-12.D

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Standard - CC.8.5.9-10.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Standard - CC.8.5.9-10.E

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Standard - CC.8.6.9-10.H

Draw evidence from informational texts to support analysis, reflection, and research.

Standard - CC.8.5.9-10.I

Compare and contrast treatments of the same topic in several primary and secondary sources.

Standard - CC.8.5.11-12.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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Standard - CC.8.6.11-12.C

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard - CC.8.6.11-12.E

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Standard - CC.8.6.11-12.F

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.