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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Information Technology | |
| **Course Name** | Principles of Information Technology | |
| **Lesson/Unit Title** | Copyright | |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (B) The student is expected to employ effective verbal and nonverbal communication skills  (C) The student is expected to employ effective reading and writing skills  (3) The student uses evolving and emerging technologies to exchange information.  (E) The student is expected to demonstrate ability to effectively test acquired information from the Internet for accuracy, relevance, and validity  (5) The student demonstrates knowledge of the different software associated with information systems.  (A) The student is expected to differentiate between systems and application software  (11) The student applies presentation management technology.  (B) The student is expected to create, save, edit, and produce presentations incorporating advanced features such as links, hyperlinks, audio, and graphics  (13) The student understands and demonstrates legal and ethical procedures as they apply to the use of information technology.  (A) The student is expected to explain and demonstrate ethical use of technology and online resources  (B) The student is expected to adhere to intellectual property laws  (C) The student is expected to explain the concept of intellectual property laws, including copyright, trademarks, and patents and consequences of violating each type of law  (D) The student is expected to examine the consequences of plagiarism | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to explain basic copyright laws.  **Specific Objectives:**  The student will be able to   * Identify works that can receive a copyright * Identify works that cannot receive a copyright * Identify requirements for a work to receive a copyright * Identify how long a copyright will last * Identify the rights a copyright gives to the creator of a work | |
| **Rationale** | Violating copyright laws is serious in today’s fast-paced tech world, and students need to be aware of the consequences, and definitions of what constitutes copyright. | |
| **Duration of Lesson** | 300 minutes | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  | |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Copyright Story * Copyright Presentation * Copyright Outline Organizer * Copyright Vocabulary Organizer * Copyright Assignment * Copyright Assignment Rubric * Website Validity Checklist * Books & magazines from outside class relevant to copyright (from school library)   **Equipment Needed:**  *For Instructor:*   1. Computer with    * Internet connection    * Presentation software 2. C/D Projector & Screen   *For Students*   1. Pen or pencil 2. Computer with    * Internet connection    * Presentation software 3. Printer | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Pass out copies of the **Copyright Story** to each student. Have them read it and answer the two questions at the end. Ask the students how they would feel if something like that ever happened to them. Ask them if they believe things like that happen today. Have several students share their answers to the two questions at the end. Then, share the answers below:   1. Brian is not correct:    1. You do not have to register a work to have copyright.    2. Sarah did not “give” Brian any rights to the poem. She only communicated the words as an expression of her love.    3. Copyrights don’t expire until 70 years after the life of the author. 2. Sarah should seek legal action.   After that, review the objectives for this lesson. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| Instructors can use the **Copyright Presentation, Copyright** **Outline Organizer**, and the **Copyright Vocabulary** **Organizer** in conjunction with the following outline.  Copyright Vocabulary:   1. **Copyright (©):**   A form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression.   1. **Fair Use Doctrine:**   A guideline that determines how much of a copyrighted item can be used legally without permission.   1. **First Sale Doctrine:**   The doctrine allows the purchaser to transfer (i.e., sell or give away) a lawfully made copy of the copyrighted work without permission once it has been obtained. That means that a copyright holder's rights to control the change of ownership of a copy end once that copy is sold, if no additional copies are made.   1. **Intellectual Property:**   Intangible property that is a product of the imagination, (e.g., copyrights, trademarks, and patents).   1. **Patent:**   A monopoly granted by the U.S. Patent Office for a limited time to the creator of a new invention.   1. **Permission:**   Consent to use a work, usually by reprinting or reproducing it in some other work.   1. **Phonorecords:**   Digital phonorecords are a relatively new technology that allows musical works to be played, recorded, and stored in digital format for use on computers or other devices.   1. **Plagiarism:**   To steal and pass off the ideas or words of another as one's own or to use another's production without crediting the source.   1. **Public Domain:**   Works for which copyright protection have expired and works created by officers or employees of the U.S. government as part of their government jobs.   1. **Trademark (™):**   A word or symbol used to identify a product or service in the marketplace.  Copyright Outline   1. What is Copyright?    1. Title 17 of the U.S. Code       1. Protection provided by law       2. Protects the authors of “original works”    2. What copyright is not:       * 1. Patent: a short-term monopoly         2. Trademark: identifying a product or service in the marketplace    3. Available to       * 1. Published and unpublished works         2. Section 106 of 1976 Copyright Act    4. Copyright gives exclusive rights and ability to authorize       1. Reproduction of work in copies or phonorecords       2. Derivative works based upon the work       3. Distribution of copies publicly by sale, transfer of ownership, rental, lease, or lending       4. Performance of the work publicly       5. Display of the work publicly       6. Performance of sound recordings in public by digital audio transmission    5. Copyright protects       * 1. Literary works         2. Dramatic works         3. Musical works         4. Artistic works\*: poetry, novels, movies, songs, computer software, and architecture    6. Copyright does not protect       * 1. Ideas         2. Facts         3. Systems    7. Methods of operation—When is the work protected?       * 1. The moment it is created and fixed in a tangible form.    8. It is visible either directly or with the aid of a machine or device. 2. Registration of Copyright    1. Rights of Registration       1. Registration is voluntary       2. Copyright exists from the moment the work is created and fixed in a tangible form.       3. To file a lawsuit for infringement, you will have to register.    2. Copyright team depends on many factors       1. Individuals: the life of the author(s) plus an additional 70 years       2. Corporations: for contract-out works and certain other works, copyright protection lasts 95 years from first publication 3. Use of Copyrighted Works    1. Fair use doctrine       1. A guideline that determines how much a copyrighted item can be used legally without permission       2. Section 107 of Title U.S. code contains exceptions for reproduction of a work.    2. Exceptions are       1. Criticism, comment, news reporting, teaching, scholarship, and research       2. Public Domain Items/Works    3. Rules of thumb       1. Limit the use of copies to single chapters       2. Single articles from of a journal issue       3. Several charts, graphs, and illustrations       4. Other small parts of a work    4. Caveats       1. There is no specific number of words, lines, or notes that may be safely taken without permission.       2. Acknowledging the source of the copyrighted material does not substitute for properly noting copyright.    5. Bottom line       1. Document your research always (bibliography and footnotes).       2. If you publish copyrighted work on your own website or in another publication, get written permission. | Present the vocabulary terms. Students will complete the **Copyright Vocabulary** **Organizer**.  Use the **Copyright**  **Presentation** to present thelesson outline. Students will complete the Copyright Outline Organizer.  Ask students how plagiarism and copying are similar.  Have students theorize how copying movie and music affects the marketplace.  Ask students how they can determine whether an item is copyrighted.  Ask students for examples of ideas, facts, and systems – items that cannot obtain a copyright (e.g., block scheduling system, football record for the year, creating a “green” school).  Ask how much should be allowed without permission from a song, book, movie, etc.  If one of your teachers runs out of textbooks for the class and copies a chapter to give to a student, have they violated copyright?  *Answer: No*  After the outline presentation, give each student a copy of the **Copyright** **Assignment**, the **Copyright Assignment Rubric,** and the **Website Validity Checklist** .Review all three documents with the students. |
| **Guided Practice \*** | 1. Students will answer questions and participate in class discussion as instructor gives presentation. 2. Students will fill in their organizers as the outline and terms are covered. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will complete the **Copyright Assignment**. | |
| **Lesson Closure** | Give the students four minutes to write down what they believe are the most important points given in the lesson. Collect their papers and randomly read the comments. Read a variety of the points. Ask what important points were left out.  Add any major points that may have not been included. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * The instructor will monitor the class during the presentation and questions to determine understanding and will redirect/reteach as needed. * The instructor will circle through the class and monitor each student’s progress as they complete the **Copyright Assignment**. The instructor will redirect/reteach as needed.   **Formal Assessment**   * The instructor will grade the **Copyright Assignment** using the **Copyright Assignment Rubric**. | |
| **References/Resources/**  **Teacher Preparation** |  | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | 1. Students can look up Texas and National TSA requirements for technology research and report writing, cyberspace pursuit, career comparisons, desktop publishing, prepared presentation, video game design, or other competitive events where copyright laws and regulations may apply. 2. Students can investigate careers in law, information technology, news reporting, research, and technical writing. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA, Technology Student Association (TSA) | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)